

J. DE JUAN B.



CAMINO AL INGLES

3

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AÑO 3.º

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PROLOGO

"CAMINO AL INGLES", libros primero, segundo, tercero, cuarto y quinto, es una obra que lleva ya varios años de existencia en muchos países de la América de habla española, siendo uno de los libros que más favorable acogida tiene entre los profesores y estudiantes de bachillerato de estos países.

Es ahora, después de once ediciones, con un número de ejemplares editados superior al millón, cuando se da a conocer "CAMINO AL INGLES" en España.

Hemos pretendido, a través de los cinco libros que integran la obra, ofrecer al estudiante los fundamentos del idioma inglés. Tanto el vocabulario empleado como las vivientes estructuras inglesas, al igual que todos los episodios y pasajes literarios de los libros, tienden a capacitar al alumno para que éste pueda enfrentarse al hablante nativo y adentrarse por sí solo y con su esfuerzo en la cultura y costumbres de los pueblos de habla inglesa.

Estamos de acuerdo con Closset en que "la Gramática ayuda a adquirir más rápidamente cuantos automatismos integran el lenguaje". De aquí que no hayamos prescindido de ella. Y, además, como dice otro eminente tratadista, consideramos que "es fundamental que ejercicios bien dirigidos acompañen al estudio de la Gramática".

Conscientes con esta creencia, toda la materia tratada en "CAMINO AL INGLES" va acompañada de profusos y seleccionados ejercicios que afianzan al estudiante, en forma efectiva, sobre todo lo expuesto.

Quedamos reconocidos por la ayuda prestada a los profesores N. V. Smith, J. P. FitzGibbon y José Merino. Estos dos últimos han revisado toda la obra y han hecho posible, con su colaboración, que "CAMINO AL INGLES" haya alcanzado el nivel actual.

Dejamos la acogida que esta obra merezca a todos los estudiosos de la lengua de Shakespeare en general, y la crítica y cualquier sugerencia sobre la misma a nuestros estimados colegas.

Madrid, 1969.

EL AUTOR

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LESSON ONE

He will have arrived by now. ↘

Arrival at the Hotel



Last week Hugh and Jane got married. They went to a sea-side town for their honey-moon. It was early evening when they arrived at their hotel. The hall porter opened the door of the taxi, and while Hugh paid the taxi-driver Jane got out of the car and went into the hotel.

Hotel receptionist: Good evening, madam. Have you a reservation?

Jane: Yes, Mr. and Mrs. Carter. We reserved a room overlooking the bay.

Hotel receptionist: Let me see. When did you make the reservation?

Jane: About a fortnight ago.

Hotel receptionist: Ah! yes, here it is! I have put you in room 46. It is on the fourth floor and you have an excellent view of the bay.

Jane: That's fine! Hugh, we've got a room on the fourth floor overlooking the bay!

Hugh: That's good!

Hotel receptionist: Could I have your passports, please?

Hugh: Here they are!

Hotel receptionist: Would you please sign these forms? I'll fill them in afterwards from your passports (*to the Porter*): Take these bags to room 46.

Hugh: Here are the forms.

Hotel receptionist: Thank you, sir. The lift is over there.

Hugh: Good evening.

Hotel receptionist: Good evening, sir.

Answer the following questions on the Reading Passage:

1. When did Hugh and Jane get married?
2. Where did they go for their honey-moon?
3. What time did they arrive at their hotel?
4. Who paid the taxi-driver?
5. What kind of a room had they reserved?
6. When had they made the reservation?
7. On what floor was their room?
8. What kind of a view did they have from their room?
9. Who wanted their passports?
10. What did he want them for?
11. What did they have to sign?
12. What would the hotel receptionist do with the forms?
13. Have you a passport?
14. Have you ever stayed at a hotel?
15. How did the Carters go up to their room?

NEW WORDS

<i>porter</i>	[ˈpɔ:tə(r)]	<i>form</i>	[fɔ:m]
<i>receptionist</i>	[riˈsepʃənɪst]	<i>to fill in</i>	[ˈfɪl ˈɪn]
<i>taxi-driver</i>	[ˈtaksi ˈdraɪvə(r)]	<i>lift</i>	[lɪft]
<i>reservation</i>	[rezəˈveɪʃən]	<i>opportunity</i>	[ɒpəˈtju:nɪti]
<i>to reserve</i>	[riˈzə:v]	<i>to disturb</i>	[dɪsˈtɜ:b]
<i>to overlook</i>	[əʊvəˈlʊk]	<i>"pub"</i>	[pʌb]
<i>bay</i>	[beɪ]	<i>nearly</i>	[ˈniəli]
<i>fortnight</i>	[ˈfɔ:tnaɪt]	<i>fireplace</i>	[ˈfaɪə-pleɪs]

GRAMMATICAL EXPLANATIONS

Formación de los tiempos.—A los diez tiempos verbales que el alumno ya conoce vamos a agregar dos nuevos: el *Present Perfect Continuous or Progressive* y el *Past Perfect Continuous or Progressive*. Explicaremos la formación de todos ellos con un cuadro, a continuación, que comprende a todos estos tiempos.

Su formación es como sigue:

El "*Simple Present*" de cualquier verbo inglés (menos *to be* y *to have*) es igual al infinitivo sin "*to*" del verbo. Cuando no se trata de un verbo defectivo, las terceras personas del singular toman una "*s*" o "*es*". Es decir, que el *Simple Present* de las terceras personas del singular de todo verbo normal (menos *to be* y *to have*) es igual al infinitivo sin "*to*" del verbo más "*s*" o "*es*". Ej.: *I work; he works.*

El "*Simple Past*" de cualquier verbo inglés, si se trata de un verbo irregular, es igual a la segunda columna del verbo. Si se trata de un verbo regular, es igual al infinitivo sin *to* de ese verbo más "*d*" o "*ed*". Contrariamente a lo que sucede en el *Simple Present*, la forma del verbo en el *Simple Past* es la misma para todas las personas. Ej.: *I worked; he worked.*

NOTA.—Los únicos *tiempos simples* de todo verbo inglés son el *Simple Present* y el *Simple Past*. Todos los demás tiempos son *compuestos* o *perfectos*.

El "*Present Perfect*" se forma con el *Simple Present* del verbo *to have* más el participio pasivo o pasado del verbo principal. Ej.: *I have worked.*

El "*Past Perfect*" se forma con el *Simple Past* del verbo *to have* más el participio pasivo del verbo principal. Ej.: *I had worked.*

El "*Present Continuous or Progressive*" se forma con el *Simple Present* del verbo *to be* más el gerundio del verbo principal. Ej.: *I am working.*

El "*Past Continuous or Progressive*" se forma con el *Simple Past* del verbo *to be* más el gerundio del verbo principal. Ej.: *I was working*.

El "*Present Perfect Continuous or Progressive*" se forma con el *Present Perfect* del verbo *to be* más el gerundio del verbo principal. Ej.: *I have been working*.

El "*Past Perfect Continuous or Progressive*" se forma con el *Past Perfect* del verbo *to be* más el gerundio del verbo principal. Ej.: *I had been working*.

El "*Future Simple*" se forma con *shall* o *will* más el infinitivo sin *to* del verbo principal. Ej.: *I shall work*.

El "*Future Perfect*" se forma con el *Future Simple* del verbo *to have* más el participio pasivo del verbo principal. Ej.: *I shall have worked*.

El "*Conditional Simple*" se forma con *should* o *would* más el infinitivo sin *to* del verbo principal. Ej.: *I should work*.

El "*Conditional Perfect*" se forma con el *Conditional Simple* del verbo *to have* más el participio pasivo del verbo principal. Ej.: *I should have worked*.

He aquí todos los tiempos enunciados, conjugados en primera y tercera persona singular del verbo:

	<i>speak</i>	<i>spoke</i>	<i>spoken</i>	= hablar
I speak He speaks	{ <i>Simple Present</i>		I have been speaking He has been speaking	{ <i>Present Perfect Continuous or Progressive</i>
I spoke He spoke			I had been speaking He had been speaking	
I have spoken He has spoken	{ <i>Present Perfect</i>		I shall speak He will speak	{ <i>Future Simple</i>
I had spoken He had spoken			I shall have spoken He will have spoken	
I am speaking He is speaking	{ <i>Present Continuous or Progressive</i>		I should speak He would speak	{ <i>Conditional Simple</i>
I was speaking He was speaking			I should have spoken He would have spoken	

NOTA.—No explicamos nuevamente cómo formar la interrogativa y negativa de todos los tiempos por no considerarlo necesario a estas alturas.

EXERCISES

A) Write these sentences in the "Present Perfect":

Ex.: We *have missed* the opportunity once more

- | | |
|---|--|
| 1. We (miss) the opportunity once more. | 6. She (put) the books on the shelf. |
| 2. He (get) the first prize. | 7. Peter (come) to speak to your father. |
| 3. The train just (leave) the station. | 8. You (try) it twice. |
| 4. They (visit) us many times. | 9. The woman (count) the money. |
| 5. It (not snow) since last week. | 10. I (see) both these films. |

B) Write the verb in brackets in the "Past Perfect":

Ex.: We told him we *had met* his brother

- | | |
|---|--|
| 1. We told him we (meet) his brother. | 6. It would have been all right if he (catch) the train. |
| 2. Peter arrived after we (have) lunch. | 7. He (leave) before I came back from Paris. |
| 3. She wanted to know what I (buy) for her. | 8. They asked me why I (let) the house. |
| 4. They said that they (remain) at home all day. | 9. He (waste) all his money by then. |
| 5. After she (study) her lessons she went to sleep. | 10. When he received my letter, he already (sell) his car. |

C) Write the verb in brackets in the "Present Continuous":

NOTA.—Este tiempo denota que la acción expresada por el verbo se está realizando en el momento de escribir o hablar.

Ex.: Henry *is speaking* to the teacher now

- | | |
|---|--|
| 1. Henry (speak) to the teacher now. | 3. The boys (have) lunch at this moment. |
| 2. We are here but they (work) in the garden. | 4. Yes, Mr. Gardner (go) to the theatre. |

- | | |
|--|---|
| 5. They (dance) in that room. | 8. They say that they (stay) at a good hotel. |
| 6. Don't disturb him, he (rest). | 9. Look, the soldiers (march) along the street. |
| 7. I am studying while she (play) the piano. | 10. No, she (learn) English now, not French. |

D) *Write the verb in brackets in the "Past Continuous":*

NOTA.—Este tiempo denota que la acción expresada por el verbo se estaba realizando en el momento de escribir o hablar.

Ex.: When I came it *was raining* very hard.

- | | |
|---|---|
| 1. When I came it (rain) very hard. | 7. Yes, Henry (study) in his room then. |
| 2. Why did you (run) along that wall? | 8. Where did you (walk)? I did not see you. |
| 3. I saw them; they (take) a walk. | 9. They (dance) until half past eleven. |
| 4. Last night he (draw) a picture. | 10. Last night he (drink) beer at this "pub." |
| 5. They (buy) a dress two minutes ago. | |
| 6. She (come) from school when I saw her. | |

D I C T A T I O N

December, January and February are the winter months. In winter it is very cold and it rains a lot, nearly every day and sometimes all day. When we go out in winter in England, we put on warm clothes and walk fast to keep out the cold, but at home we have to light a fire to keep ourselves warm. It is very nice in winter to sit in a room with a good fire burning in the fireplace while it is raining outside.

PRONUNCIATION EXERCISE

Ejercicio de diferenciación de sonidos en palabras de uso corriente que suelen confundirse:

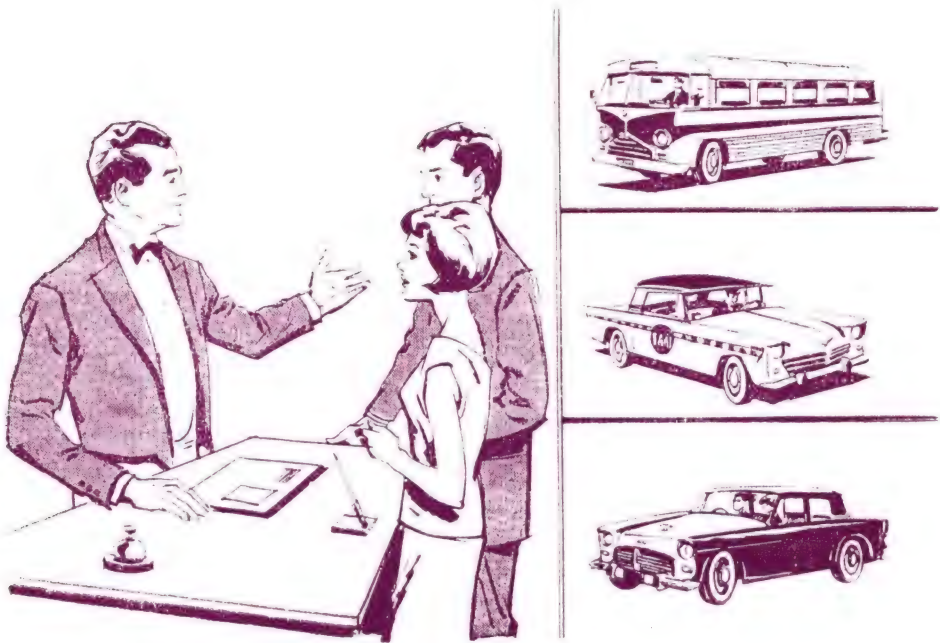
1. Léanse diferenciándolas.
2. Distínganse auditivamente.

1. she - see.
2. servant - seven.
3. could - called - cold.
4. you - Jew - your.
5. want - won't.
6. wall - wool - would.
7. among - a man.
8. word - work - world - walk.
9. men - man.
10. all - old.

LESSON TWO

He knows how to do it. \

Planning an Excursion



Several days after the Carters' arrival at the hotel, they wanted to go on an excursion.

Jane: We would like to go sight-seeing tomorrow.

Hotel receptionist: There are some very interesting monuments about ten miles from here.

Hugh: How can we get there? Must we go by bus, or may we hire a car?

- Hotel receptionist:* You can go by bus or by car, but I think you ought to hire a drive-yourself car.
- Hugh:* How much would that cost?
- Hotel receptionist:* I don't know just now, but I shall be able to tell you in a few minutes' time.
- Jane:* But it can't be very much, as it is only ten miles away.
- Hugh:* Will we be allowed to see everything interesting if we go in the afternoon?
- Hotel receptionist:* Yes, you don't have to go in the morning. You should have time to see everything if you leave after lunch.
- Hugh:* In that case, please hire a car for us for tomorrow afternoon.
- Hotel receptionist:* Yes, sir.

Answer the following questions on the Reading Passage:

1. When did the Carters want to go on an excursion?
2. What did they want to do?
3. How far away were the monuments?
4. Are there any interesting monuments in your town?
5. How could the Carters go?
6. Which would you prefer, going by bus or going by car?
7. Have you a car?
8. Can you drive?
9. Is a drive-yourself car dear?
10. Have you ever travelled a long distance by car?
11. Did the hotel receptionist know how much the car would cost?
12. Do you like going on excursions?
13. When did you go on an excursion last?
14. Did the Carters have to go sight-seeing in the morning?
15. What did Hugh decide about the car?

NEW WORDS

<i>arrival</i>	[ə'raivəl]	<i>drive-yourself car</i>	['draiv jo:'self 'ka:(r)]
<i>excursion</i>	[iks'kə:ʃən]	<i>only</i>	['əunli]
<i>to go sight-seeing</i>	['gəu 'sait'si:iŋ]	<i>to decide</i>	[di'said]
<i>monument</i>	['monjumənt]	<i>trouble</i>	['trʌbl]
<i>to hire</i>	['haɪə(r)]	<i>delight</i>	[di'lait]

<i>cheap</i>	[tʃi:p]	<i>to wonder</i>	[ˈwʌndə(r)]
<i>board</i>	[bo:d]	<i>to wander</i>	[ˈwɒndə(r)]
<i>match</i>	[matʃ]	<i>festival</i>	[ˈfestəvəl]

GRAMMATICAL EXPLANATIONS

Verbos defectivos.—Verbos defectivos son los que carecen de algunos de sus tiempos. Se les llama también *anómalos*, por *no* comportarse de forma regular o normal, como lo hace el resto de los verbos ingleses.

Los verbos defectivos que vamos a tratar son:

Can - May - Must - Ought to - Should - Will

(“Have” es anómalo, aunque tiene todos los tiempos y “s” en la tercera persona.)

Las principales características de los verbos defectivos son:

1. No tienen infinitivo, ni participio pasivo, ni gerundio. Por tanto, tienen que valerse de otro verbo auxiliar en todos los tiempos en que ellos son defectivos, es decir, en todos sus tiempos compuestos, puesto que carecen de infinitivo y participio.
2. Tienen solamente uno o dos tiempos.
3. No admiten “s” en la tercera persona singular del “*Simple Present*”.
4. Hacen su interrogativa simplemente *por inversión*.
5. Forman su negativa agregando *not* a la forma positiva.
6. Rigen al infinitivo *sin to*, excepto *ought*.

Observen las características (3 y 6) en los siguientes ejemplos:

My brother *can* buy the car now. (*can*, verbo defectivo)

My brother *wants to* buy the car now. (*want*, verbo normal)

Verbo *Can*

Tiempo presente: *can*.

Tiempo pasado: *could*.

Verbo auxiliar: *to be able to*.

- Significados: 1. *ability, faculty, capacity* = *to know how to* = poder, saber.
2. *permission*.

Con el significado (1):

Henry *can* climb this tree quite easily.
Pat *could* play the piano well when she was eight years old.
He has not *been able* to visit the flower show with me.
My father will *be able* to send the money he needs.

Con el significado (2):

Of course, you *can* have another cake if you want it.
He did not object, and said they *could* start at once.

OBSERVACIÓN.—La negativa de *can* es *cannot*, todo en una palabra. La contracción es *can't*.

El verbo *can* se emplea para expresar *permiso*, especialmente en el presente simple y pasado simple. No obstante, puede ser que el permiso otorgado se realice en el futuro: He *can* do it tomorrow when he returns.

En los demás tiempos compuestos se hace con el verbo auxiliar *to be allowed* o *to be permitted*.

Ej.: He *will be allowed to open the box immediately*.—El podrá abrir la caja inmediatamente.

Conjugación del verbo *Can*

I can	=	I am able	=	<i>Simple Present</i>
*I could	=	*I was able	=	<i>Simple Past</i>
———		I have been able	=	<i>Present Perfect</i>
———		I had been able	=	<i>Past Perfect</i>
———		I shall be able	=	<i>Future Simple</i>
I could	=	I should be able	=	<i>Conditional Simple</i>

NOTA.—Cuando existen las formas **, sobre todo en el pasado, pueden tener sentidos distintos que no son intercambiables. Hay que distinguir siempre entre la habilidad potencial para hacer una cosa y la consecución o logro de la misma.

Así: *I could* = tuve la habilidad para hacerlo; *I was able* = logré hacerlo.

EXERCISES

A) Write the verb in brackets in the "Present Perfect":

Ex.: The servant *has worked* here

1. The servant (work) here.
2. He is sad because Peter (hit) his dog.
3. Henry says that Paul (study) with him.
4. He is tired because he (drive) the whole day.
5. This baby (cry) for twenty minutes.
6. Alan (wait) for Ruth since four o'clock.
7. We (learn) English for two years.
8. How long did you (talk)? Four hours.
9. Yes, it (freeze) the whole day.
10. Henry (waste) his time for years.

B) Write the verb in brackets in the "Future Simple":

Ex.: I'm sure the boy *will break* the glass

1. I'm sure the boy (break) the glass.
2. We (fight) against them if it is necessary.
3. Henry (meet) you at the airport.
4. If we get the money, we (visit) you.
5. Mary (travel) all over the world soon.
6. He (help) you if you want his help.
7. I'm sure she (ask) all the questions.
8. Do you think this dog (bite) the cat?
9. The doctor (cut off) his leg.
10. I know she (come) tomorrow.

C) Write these sentences in the "Conditional Simple":

Add, "*if it were possible*", or some other conditional clause, to complete the meaning when necessary.

Ex.: I *should do* it very willingly if it were possible

1. I (do) it very willingly (*if it were possible*).
2. He (teach) me English if I worked hard.
3. They (try) to help you if you were serious.
4. We (can) give it to you very soon.
5. If you gave it to him, he (keep) it.
6. Mr. Brown (build) the house if he had the money.

- | | |
|---|--|
| 7. She (like) to travel by train. | 9. The woman (hide) the money again if she found it. |
| 8. She (look after) our house if we wanted. | 10. I (read) this book if I had time. |

D) *Translate into English:*

- | | |
|-----------------------------------|-------------------------------|
| 1. Viene un día sí y otro no. | 7. Telefoné a la casa. |
| 2. Vivo a tres minutos de aquí. | 8. Le persigue la Policía. |
| 3. No puedo pasar por allí. | 9. No merece la pena hacerlo. |
| 4. Se sentaron uno frente a otro. | 10. Ya no eres un niño. |
| 5. Falta una semana. | 11. No quedan billetes. |
| 6. Sírrete vino. | |

PRONUNCIATION EXERCISE

Ejercicio de diferenciación de palabras:

1. travel - trouble.
2. the light - delight.
3. ship - sheep - cheap.
4. sigh - sign - shine.
5. both - boat - bought - board.
6. match - March - much.
7. heard - hurt - heart - hat.
8. wonder - wander.
9. festival - first of all.
10. were - where - war - word.

LESSON THREE

He has been allowed to buy it. ↘

News from Home



Jane: Were there any letters for us at the reception desk?

Hugh: Yes, there is a letter for you and one for me. I think your letter is from your mother.

Jane: Give it to me at once. I want to see how she is. I wonder if she has received my letter.

Hugh: Well, open it and see.

Jane: Yes, she has. She says all the family is very well. She has been to see the new house. She says the decorators have almost finished and that the new furniture will be sent tomorrow.

Hugh: That's good news.

Jane: Who is your letter from?

Hugh: It's from my friend Antonio. I went to school with him and with Ramón. You remember they couldn't come to our wedding because they were in London on a business trip.

Jane: I remember they sent us that lovely diner-set for our wedding present.

Hugh: Yes, that's right. They will finish their business next week and they are flying here. They ask me to meet them at the airport as they are catching the plane to Washington that evening.

Jane: I shall be very pleased to see them.

Answer the following questions:

1. What did Jane ask Hugh?
2. Who were the letters for?
3. What did Jane want to see?
4. What did she wonder?
5. How was Jane's family?
6. What have the decorators done?
7. When will the furniture be sent?
8. Who was Hugh's letter from?
9. Who is Antonio?
10. Who did Hugh go to school with?
11. Why didn't they go to the wedding?
12. What did they give as a wedding present?
13. When will they finish their business trip?
14. What did they ask Hugh to do?
15. Where are they going afterwards?

NEW WORDS

<i>reception-desk</i>	[ri'sepʃən desk]	<i>juice</i>	[dʒu:s]
<i>dinner-set</i>	['dɪnəset]	<i>to fit</i>	[fit]
<i>riddle</i>	['rɪdl]	<i>Jew</i>	[dʒu:]
<i>kits</i>	[kits]		

GRAMMATICAL EXPLANATIONS

Verbo *May*

Tiempo presente: *may*.

Tiempo pasado: *might*.

Verbos auxiliares: 1. *to be possible* = denotando cierto grado de posibilidad,
no es cuestión de si es factible o no.
2. *to be allowed* = *to be permitted*.

Significado: 1. *possibility*; 2. *permission*.

Con el significado (1):

It *may* be better than you think.

You *may* ask a thousand people without getting a right answer.

She *might* bring her cat with her next time.

OBSERVACIÓN.—Aunque decimos que el auxiliar de *may* en la *posibilidad* es el verbo *to be possible*, las formas *may* y *might* son las más empleadas también para denotar un tiempo futuro. *May* y *might* expresan, respectivamente, grados mayores y menores de probabilidad.

He *may* get it tomorrow = It is possible that he will get it tomorrow.

Things *might* turn worse soon = It is just possible that things may turn worse soon.

Para expresar una posibilidad que tuvo lugar en el pasado o todavía existe, se usan las expresiones siguientes:

may have + participio del verbo principal.

might have + participio del verbo principal. (posibilidad más remota)

Your brother *may have seen* us as we did not hide.

This is what we *might have done* with the money you wasted.

Pues las expresiones españolas *pudo vernos*, *puede ser que nos haya visto*, *puede habernos visto*, tienen el mismo valor al traducirlas al inglés.

NOTA.—*May* expresa también *deseo* en oraciones de subjuntivo cuando inicia la oración significando: ojalá, quiera Dios, etc.

May your dreams come true = Ojalá que se realicen tus sueños.

Con el significado (2):

May I do it once more?
You *may* do it, but don't tell anybody.
Mrs. Pubby said that we *might* remain out for a few minutes more.
Peter has *been allowed* to come with us.
Mary will *be allowed* to go dancing this evening.

Conjugación del verbo *may* (con el significado (2) *permission*):

I may	= I am allowed	= <i>Simple Present</i>
I might (in reported speech)	= I was allowed	= <i>Simple Past</i>
_____	I have been allowed	= <i>Present Perfect</i>
_____	I had been allowed	= <i>Past Perfect</i>
_____	I shall be allowed	= <i>Future Simple</i>
_____	I should be allowed	= <i>Conditional Simple</i>

Riddle

As I was going to St. Ives,
I met a man with seven wives.
Seven wives had seven cats,
Seven cats had seven kits.
Kits, cats, man and wives,
How many were there going to St. Ives?

EXERCISES

A) Put in the appropriate words:

1. He has two brothers and ... of them are in England.
2. They saw us but we didn't see ...
3. She is helping me and I am helping ...
4. Where are your books? Where did you put ...?
5. She has three sisters and ... of them is in England.
6. ... old is your mother?
7. Tomorrow is Thursday and the day ... is Friday.
8. ... is the second month of the year.

9. Madrid is the capital of ..
10. When somebody gives you something you say ...
11. There are ... seconds in a minute.
12. Betty put on ... coat and went out.
13. Is this Peter's book? Yes, ... is.
14. Take off ... coat and sit down.
15. There isn't ... ink in my pen.
16. There isn't ... book on the table.
17. Is that book ... or did you borrow it from a friend?
18. Susan isn't as tall ... Betty.
19. Susan has a hat; Jane has a hat; they ... have hats.

B) *Complete these questions and answer them:*

- | | |
|--------------|--------------|
| 1. How...? | 7. Must...? |
| 2. Can...? | 8. Which...? |
| 3. Why...? | 9. Shall...? |
| 4. Were...? | 10. When...? |
| 5. May...? | 11. Do...? |
| 6. Whose...? | |

C) *Make ten correct sentences by numbering the sections in column two which correspond to those in column one:*

- | | |
|-----------------------------|------------------|
| 1. I drink coffee | now. |
| 2. I'm drinking tea | every Wednesday. |
| 3. Every day Mary goes | to be a lawyer. |
| 4. She visits the Prestons | this afternoon. |
| 5. He is leaving | every day. |
| 6. He studies English | to the shops. |
| 7. He often goes | every morning. |
| 8. He is going for a walk | near the house. |
| 9. He goes to meet her | for long walks. |
| 10. He is going to meet her | this evening. |

D) *Translate into English:*

1. Llueve mucho todos los días, pero no llueve ahora.
2. El vino por la mañana a las 10.30 el lunes pasado.

3. ¿Ves lo que hace?
4. Ella escribía una carta cuando él entró en la habitación.
5. Nunca estuve en Roma.
6. Hace diez años que le conozco.
7. Acaban de decirlo.
8. Le conocí hace seis años.
9. Estarán cenando cuando lleguemos.
10. Si tuviera dinero te compraría un automóvil.

PRONUNCIATION EXERCISE

Frases con palabras que se comparan:

1. I choose fruit juice.
2. Sue's shoes are blue.
3. Eat it.
4. Here's a seat. Sit down.
5. My feet can't fit into these shoes.
6. There were some sheep in the ship.
7. They were in the war.
8. You aren't a Jew.
9. I want to say that he won't come.
10. Yes, I can come.

LESSON FOUR

He must have been very rich. \

A Letter Home



Jane has written a letter to her parents. This is what she says:

Dear Mother and Father,

Thank you very much for your letter. I was so pleased to hear that all of you are well and that the new house is almost finished. Tell the furniture men to be very careful with the paint and the walls when they take the furniture in. Hugh wants to know how the garden is getting on. Tell Harry that he must water the plants every day and that when I return I shall give him some money for what he has done.

We are having a wonderful time here. The weather is lovely and we go swimming every day. In the afternoons we generally go on an excursion, visiting the interesting places. Hugh has hired a car and it is much better as we can drive whenever we want to.

Hugh has received a letter from some old school friends. They were the ones that gave us that lovely dinner-set. They are passing through here on their way to Washington from London and we shall have lunch with them at the airport. That is all for the moment as we are now going to the cinema.

With all my love,

Jane.

Answer the following questions:

1. What has Jane done?
2. Who has she written to?
3. Who had written to her?
4. Why was Jane pleased?
5. What did she want her mother to do?
6. What does Hugh want to know?
7. What does she want her mother to tell Harry?
8. What will she give him when she returns?
9. What kind of a time are they having?
10. What is the weather like?
11. What do they do every day?
12. Where do they go in the afternoons?
13. What has Hugh hired?
14. What has Hugh received?
15. Where are Jane and Hugh going now?

NEW WORDS

<i>paint</i>	[peint]	<i>Roman</i>	[ˈrəʊmən]
<i>to return</i>	[riˈtə:n]	<i>Latin</i>	[ˈlætɪn]
<i>whenever</i>	[wenˈevə(r)]	<i>rough</i>	[rʌf]
<i>tourist</i>	[ˈtuərist]	<i>tempest</i>	[ˈtempɪst]
<i>music</i>	[ˈmju:zɪk]	<i>bough</i>	[bau]

GRAMMATICAL EXPLANATIONS

Verbo *Must*

Tiempo presente: *must* (y también fuera de este tiempo).

Tiempo pasado: *carece*.

Verbo auxiliar: *to have to*.

Significados: '1.—*Obligation, necessity*
2.—*Deduction*.

} Obligación (de las que reconoce el que habla, como lo haría cualquier hombre razonable). Expresión de la voluntad del que habla.

Con el significado (1):

He *must* work if he wants to be paid.
In the army, you *must* take the guard sometimes.
They said that I *must* wait here for one hour.
If you want to visit Edinburgh, you *must* go to Scotland.
They *must* take the plane to get there as soon as possible.

Con el significado (2). Hipótesis evidente:

This boy *must* be clever, he gets very good marks at his school.
My friend *must* swim very well, he crossed the English Channel last year.

La deducción en el pasado se expresa por medio de:

must have + participio del verbo principal.

He *must have seen* my brother = El debió ver a mi hermano.
Mrs. Lawson *must have been* a pretty girl = La Sra. Lawson debe haber sido (debió ser) una linda muchacha.

NOTA.—En lugar de *must not*, que indica prohibición, se emplea *need not* para indicar que una cosa no es necesaria u obligatoria.

You *need not* pay \$ 50 to get a good pair of shoes.
Mary *need not* have got up so early this morning.

Conjugación del verbo *must* (con significado (1), *obligation, necessity*):

I must	= I have to	= <i>Simple Present</i>
_____	I had to	= <i>Simple Past</i>
_____	I have had to	= <i>Present Perfect</i>
_____	I had had to	= <i>Past Perfect</i>
_____	I shall have to	= <i>Future Simple</i>
_____	I should have to	= <i>Conditional Simple</i>

OBSERVACIÓN: Esta asimilación de los verbos, *must* = *to have to*, no es del todo exacta, pues *to have to* expresa una obligación ajena al que habla. No obstante, confiamos lleve alguna orientación positiva y ayuda al alumno.

EXERCISES

A) *Supply the correct tense, Simple Past or Past Perfect, in the following:*

1. I (want) to see you yesterday.
2. He (tell) me that he (see) me the day before yesterday.
3. There (be) a strong wind last night.
4. The boy (find) the book which he (lose).
5. When I (run) a mile, I (be) very tired.
6. The tourist (speak) about the countries he (visit).
7. When I (be) a boy I (study) music.
8. The Romans (speak) Latin.
9. After he (finish) his work he (go) to bed.
10. He (sleep) an hour when I (awake) him.

B) *Complete the following sentences:*

- | | |
|------------------------------------|---|
| 1. She is always laughing... me. | 7. Did you send... him? |
| 2. This book is new... me. | 8. How much a year does she spend... clothes? |
| 3. They have run... of cigarettes. | 9. He ran... from school. |
| 4. Do you want me... go? | 10. It smells... apples. |
| 5. How much did you pay... that? | |
| 6. She walked... my house. | |

C) *Translate into English:*

1. Ten cuidado de lo que dices.
2. Vive en el bajo porque es muy viejo.
3. Se enamoró de ella durante las vacaciones.
4. ¿Riñes algunas veces con tus amigos?
5. Se casó con una inglesa.
6. El marido la estaba esperando en la calle.
7. Simón Bolívar nació en Caracas.
8. ¿Cuál es tu sitio en clase?
9. ¿Estás seguro que se ha muerto?
10. Hace veinte años que están casados.

D) *Give short answers for the following questions:*

- | | |
|---|--|
| 1. Can you speak English? | 5. Shall I see you tomorrow? |
| 2. Would you go to America if you had money? | 6. Should I ask him first? |
| 3. Will you go to the cinema tomorrow? | 7. May I open this letter? |
| 4. Would you be pleased if you had a holiday next week? | 8. Must you return that book? |
| | 9. Must we have tickets to go to the cinema? |
| | 10. Ought the rich to help the poor? |

PRONUNCIATION EXERCISE

Práctica de palabras que se confunden:

1. They must leave the house where they live, and walk to work.
2. The rough tempest broke the boughs of the trees in the wood. We thought that it would never end.
3. John still has a bad cough. Perhaps he has not taken enough cough mixture.
4. She thought she should go through the town. She really ought to.

LESSON FIVE

He ought to look after his young brother.

Going to the Cinema



Hugh: What would you like to do this afternoon? There is a play on at the Tivoli Theatre, there is also a musical comedy or there is the cinema.

Jane: What is the play?

Hugh: It is a classical play.

Jane: No, I don't think I want to see that. I want to see something more modern. What is the musical comedy?

Hugh: I don't really know. I have never heard of it before.

Jane: In that case, I suggest we go to the cinema. You know how much I like it.

Hugh: Excellent! Where is the paper?

Jane: There it is, just by you.

Hugh: Ah! yes. What kind of film do you want to see?

Jane: Something light and amusing.

Hugh: What do you say to "My Fair Lady"?

Jane: But we've already seen it. Don't you remember, about six months ago? We went with your mother.

Hugh: Of course I remember, but I thought you might like to see it again.

Jane: That depends on what other films there are.

Hugh: There are several American films, one is a Western, one is about spies and the other is a comedy. There are two British films, one about the war and the other about spies.

Jane: Is it a James Bond film?

Hugh: Yes, it is.

Jane: Good, then, let's go and see it.

Answer the following questions:

1. What is on at the Tivoli Theatre?
2. What kind of a play is it?
3. What doesn't Jane want to see?
4. What does she want to see?
5. What had Hugh never heard of before?
6. What does Jane suggest?
7. What does Jane like very much?
8. Where was the paper?
9. What kind of film did Jane want to see?
10. What had Jane already seen?
11. When did she see it?
12. Who did she see it with?
13. What did Hugh think?
14. What American films were on?
15. What film did they decide to see?

NEW WORDS

<i>to be on</i>	[ˈbi: ˈon]	<i>harmful</i>	[ˈha:mful]
<i>musical comedy</i>	[ˈmju:zɪkəl ˈkɒmɪdi]	<i>insect</i>	[ˈɪnsekt]
<i>classical</i>	[ˈklæsɪkəl]	<i>popular</i>	[ˈpɒpjulə(r)]
<i>Western</i>	[ˈwestən]	<i>game</i>	[geɪm]
<i>spy</i>	[spaɪ]	<i>hockey</i>	[ˈhɒki]
<i>comedy</i>	[ˈkɒmɪdi]	<i>honesty</i>	[ˈɒnɪsti]
<i>ballpoint</i>	[ˈbɔ:lpoɪnt]	<i>policy</i>	[ˈpɒlɪsi]
<i>cotton</i>	[ˈkɒtən]	<i>habit</i>	[ˈhæbɪt]
<i>to export</i>	[eksˈpɔ:t]	<i>compliment</i>	[ˈkɒmplɪmənt]
<i>Nile</i>	[naɪl]	<i>clearly</i>	[ˈkliəli]
<i>to flow</i>	[fləʊ]	<i>either</i>	[ˈaɪðə(r)/ˈi:ðə(r)]
<i>Mediterranean</i>	[medɪtəˈreɪnjən]	<i>hurry</i>	[ˈhʌrɪ]
<i>Cyprus</i>	[ˈsaɪprəs]	<i>cupboard</i>	[ˈkʌbəd]
<i>colony</i>	[ˈkɒləni]		

GRAMMATICAL EXPLANATIONS

Verbo *Ought to* = *Should*

Tiempo presente: *ought to*.

Tiempo pasado: *ought to have*.

Verbo auxiliar: *to have the duty to*, o una expresión equivalente.

- Significados: 1. *duty, moral obligation, advisability.*
2. *deduction, desirability.*

Con el significado (1):

He *ought to* look after his younger brother.

You *ought to* be more careful with other people's books.

Mr. Black *ought to* behave in a different way if he wants to be promoted.

He *should* not speak about Mary in that way.

Henry *should* be more thankful to his friend Charles.

NOTA.—Para expresar una obligación en el pasado que no se llevó a cabo, se usan:

ought to have + participio del verbo principal.
should have + participio del verbo principal.

He *ought to have been* kinder to the poor woman.
I *should have done* what I told you yesterday

Con el significado (2):

You *ought* to be richer now, if you have been so successful in business for years.

The house *should* be more comfortable; you pay a lot of money for it.

Henry *should* know more English; he has been studying for five years.

They *ought* to go on holiday. She is very tired.

EXERCISES

A) *Make ten correct sentences by numbering the sections in column two which correspond to those in column one.*

Column 1

1. He goes to school
2. He is not going to school
3. He is coming home
4. He comes home
5. We drive to town
6. He keeps his money
7. He is keeping his money
8. We are driving to town
9. I never write
10. I'm writing a letter

Column 2

now.
on Sundays.
in a box.
this Sunday.
on Saturdays.
this week.
with a ballpoint pen.
every day.
this afternoon.

B) *Fill the blanks with "the" when necessary:*

1. My little brother will go to ... school next year.
2. My father left ... school many years ago.

3. I go to ... cinema twice a week.
4. ... cotton of Egypt is exported to many countries.
5. ... Nile flows into ... Mediterranean.
6. At what time is ... lunch?
7. He can speak ... French.
8. ... Cyprus was a British Crown Colony.
9. ... flies are harmful insects.
10. The boy was sent to ... prison to take a letter.
11. ... football is a more popular game than ... hockey.
12. ... red, ... blue, and ... green are beautiful colours.
13. ... honesty is the best policy.
14. ... British are not in the habit of paying compliments.
15. God made ... country, and ... man made ... town.

C) *Cross out the wrong word:*

1. I haven't seen her *since/for* a year.
2. She *wrote/has written* ten letters since 5 o'clock.
3. I have *seen/saw* them yesterday.
4. They went to the theatre *in/on* Monday.
5. He wants *to go/going* with them.
6. She *born/was born* in Barcelona.
7. It *rains/is raining* now.
8. I *am taking/take* sugar in my coffee.
9. There *is/are* some people in the street.
10. There are *any/some* books in the room.
11. I told her *to close/close* the door.
12. I *drink/am drinking* coffee every day.

D) *Give short answers for the following questions:*

- | | |
|---|---|
| 1. Ought you to go to bed early? | 6. Must you work if you want to make money? |
| 2. Must you study if you want to learn? | 7. May you smoke in class? |
| 3. Should you work harder? | 8. Should you do it today? |
| 4. Can you swim? | 9. Must you speak clearly to be understood? |
| 5. Ought small boys to smoke? | 10. Ought you to obey your parents? |

DICTATION

March, April and May are the spring months. It does not generally rain so much in March as in winter, but on the other hand March is known as the month of the wind, which makes the clouds go quicker in the sky, blows through the trees, and blows things into our eyes. April and May are the months of the flowers. The next three months, June, July and August are the summer months when school ends and when we can take our holidays, going either to the seaside or to the country, as we like. The autumn months are September, October and November. As we get on to winter again it becomes colder, rainier and windier and we have to light fires at home to keep the house and ourselves warm.

PRONUNCIATION EXERCISE

Lectura de palabras que se confunden:

1. He was angry because he was hungry.
2. Let us write the letters.
3. Harry was in a hurry.
4. Put it on your shelf yourself.
5. The boy's voice is very pleasant.
6. The cupboard was covered with dust.
7. She said she was sad.
8. The match took place in March.
9. They had to work hard.

LESSION SIX

Don't worry I will help you in your work. \

Changing Money



Hugh: I've got to go to the bank to cash some travellers' cheques.

Jane: Can't you cash them here at the hotel?

Hugh: Yes, I can. But I also want to transfer some money.

Jane: I'll come with you then. (Hugh and Jane get ready and leave the hotel. They walk along the main street till they reach the bank. They go in.)

Hugh: I want to cash these travellers' cheques.

Bank clerk: Certainly, may I see them? How many do you wish to cash?

Hugh: I think a hundred dollars.

Bank clerk: Will you please sign your name and let me have your passport?

Hugh: My full signature?

Bank clerk: Yes, just as you signed when you bought them.

Hugh: I also want to transfer some money.

Bank clerk: Have you an account with us?

Hugh: Not with this branch. But I have an account with your bank in my home-town.

Bank clerk: Would you please fill in this form? State where you have the account and the amount you want transferred. It will take about four days to transfer the money. Where are you staying?

Hugh: We're staying at the Carlton Hotel.

Bank clerk: Very good, sir. When the money comes through we shall let you know.

Hugh: Thank you.

Bank clerk: Not at all.

Answer the following questions:

1. / Where has Hugh got to go?
2. What does he want to do?
3. What else does he want to do?
4. What street do they walk along?
5. What does the bank clerk want to see?
6. How many travellers' cheques does Hugh want to cash?
7. What must he do?
8. How must he sign his name?
9. Where has Hugh an account?
10. What must Hugh do to transfer the money?
11. How long will it take?
12. Have you ever cashed travellers' cheques?
13. Where are Hugh and Jane staying?
14. What will the bank clerk do?
15. Have you a bank account?

NEW WORDS

<i>to cash</i>	[kɑʃ]	<i>to fill in</i>	[ˈfɪl ˈɪn]
<i>travellers' cheques</i>	[ˈtrævələz ˈtʃeks]	<i>to delay</i>	[dɪˈleɪ]
<i>to transfer</i>	[trænsˈfɜ:(r)]	<i>to spit</i>	[spɪt]
<i>clerk</i>	[kla:k]	<i>duty</i>	[ˈdju:ti]
<i>certainly</i>	[ˈsə:tənli]	<i>to neglect</i>	[nɪˈglekt]
<i>signature</i>	[ˈsɪgnɪfə(r)]	<i>author</i>	[ˈo:θə(r)]
<i>branch</i>	[brɑ:ntʃ]	<i>collar</i>	[ˈkələ(r)]
<i>home-town</i>	[ˈhəʊm taʊn]	<i>draught</i>	[dra:ft]

GRAMMATICAL EXPLANATIONS

Verbo *Will*

Tiempo presente: *will*.

Tiempo pasado: *would*.

Significado: 1. *pure future*; 2. *habit, obstinate insistence*; 3. *probability*.

Con el significado (1):

The sun *will* shine tomorrow, I think.
 The trees in your garden *will* grow high.
 Betty *will* be a pretty girl in three years.
 The circumstances *will* change some day.
 This cathedral *will* be nine hundred years old next year.

Con el significado (2):

Mr. Tackle *will* have coffee after his meals.
 Mrs. White *would* always talk about the same topics.
 This clock *will* always stop at the same time.
 The little girl *would* sit on her mother's knees and fall asleep.
 He *will* go on paying visits to Mary although his mother dis-
 approves of it.

The little boy *would* put a lot of embarrassing questions to his father's visitors.

Helen *will* keep Robert waiting half an hour before going out.

NOTA.—Como habrán podido observar, la idea de hábito en el pasado se expresa con el pasado de *will*: *would*.

Con el significado (3):

She *will* not have noticed the change which has been made in the kitchen.

Margaret *will* probably have brought her sister too.

Peter *will* not have passed his examination, he has not yet returned.

It *would* be half past ten when he knocked at the door. (Regional/colloquial).

NOTA.—Ya sabe el alumno que *will*, con las primeras personas, indica *determinación*, voluntad expresa del sujeto para realizar la acción indicada por el verbo:

Don't worry, I *will* help you in your business.

Will, en preguntas y con *you*, se traduce por "querer":

Will you? = ¿quieres?, ¿quiere Vd?:

Henry, *will* you marry Pamela? Yes, I *will*.

EXERCISES

A) Write these sentences in the "Simple Past" and "Future Simple":

1. Can she type the letter in English?
2. They must work harder than they do now.
3. Yes, Henry may take it home. (permission)
4. Your brother cannot help us.
5. They are able to do it without money.
6. The child must take the medicine twice.
7. May Peter play with me for a while?
8. Mr. Brown cannot do it without difficulty.
9. He must hurry up to catch his train.
10. Mrs. Green must clean the kitchen.

B) Write these sentences in the "Simple Past", "Future Simple" and "Present Perfect":

1. My brother can do it faster than you.
2. This girl can make her dresses.
3. This pupil can answer all questions.
4. Can you learn this lesson by heart?
5. You can write the letter in my office.
6. Henry cannot jump over this wall.

C) Put in: *should, might, may, ought to have, could have, have to, be able, to be able, must, should have, must have, be allowed, been able, may have, ought to, can*. You must write a word for each dash:

1. I think that your brother will ——— to get the job in the end.
2. We ——— come back earlier but the train was delayed.
3. At present, you ——— drive on the left in England.
4. Mary has ——— to take the dog with her. (permission)
5. He ——— done it if he had got up earlier.
6. Things ——— get better soon, don't worry.
7. Mr. Brown ——— been an important man in this city. (possibility)
8. Mary is sorry not ——— to stay here any longer. (ability)
9. They ——— been very sad when they saw the poor boy. (hypothesis)
10. You ——— not spit on the floor, little boy. (prohibition)
11. It is my opinion that he ——— behave in a different way. (duty)
12. We are glad ——— to continue being useful to you. (ability)
13. Henry, you ——— gone there last night but you didn't. (duty neglected)
14. If your foot hurts, you ——— broken it. (hypothesis)
15. What ——— I say when I am asked about it? (duty)
16. Yes, you ——— hear my son say that but not very often. (possibility)
17. How many languages ——— your friend speak? (ability)
18. I have never ——— to write with my left hand. (ability)
19. He ——— done what he says, but I don't believe it. (possibility)
20. We shall not ——— to leave the country without a passport. (permission)

D) *Translate these sentences into English:*

- | | |
|---|---|
| 1. Tú no necesitas hacer tanto ruido. | 6. Mi amigo debe haber llegado; su auto está ahí. |
| 2. No sé si te van a dejar venir. | 7. Estos muchachos deberían dejar de fumar. |
| 3. Ellos podrán comprar la casa pronto. | 8. El puede haberte visto, aunque no ha dicho nada. |
| 4. El debió marcharse porque nadie le ve. | 9. ¿Necesitas tú mi ayuda? |
| 5. Estoy contento de poder ayudarte. | 10. El sabe tocar muchos instrumentos útiles. |

PRONUNCIATION EXERCISE

Frases con palabras que se confunden:

1. It's cold; go and buy some coal.
2. This wood is very good.
3. The other author was called Arthur.
4. All the men were old.
5. She could catch a cold.
6. She sighed and said so.
7. What is the colour of that collar?
8. Don't drop the soap into the soup.
9. He sat in a draught and caught a cold.
10. There was a man among the women.
11. He bought both boats.
12. His pupil was among the people.
13. John is quite young.
14. I know now.

LESSON SEVEN

You needn't do it if you don't want to. ↘

On the Beach



Jane: Let's go to the beach this morning.

Hugh: Yes, that's a good idea. It's a lovely day and the water should be warm. Do you know where I put my bathing costume?

Jane: Yes, I saw it in your case. Can we take these hotel towels?

Hugh: I think so. Are you ready?

Jane: Yes. Please take this bag for me.

Hugh: Oh, all right.

The principal beach was very near the hotel. When the Carters got to the beach Hugh hired a large sun-shade from the attendant and they sat down under

the sun-shade and looked around. The sand was very fine and it was a lovely golden colour. The sea was quite calm and the waves were not very large. Quite a lot of people were already bathing, diving through the waves, splashing each other and swimming about. There were also quite a lot of people sun-bathing and a group of young boys, not far from the Carters, were playing football. The Carters spent a very pleasant morning, and as they were quite hungry, they went back early to the hotel for lunch.

Answer the following questions on the Reading Passage:

1. What did Jane want to do?
2. Did Hugh agree with her?
3. What kind of a day was it?
4. What did Hugh want to know?
5. What had Jane seen in his case?
6. What towels did she want to take?
7. Was the principal beach far from the hotel?
8. What did Hugh do when they got to the beach?
9. Who did he hire the sun-shade from?
10. Where did they sit down?
11. What was the sand like?
12. What was the sea like?
13. What were quite a lot of people doing?
14. Do you like sun-bathing?
15. What was the group of young boys doing?

NEW WORDS

<i>beach</i>	[bi:tʃ]	<i>group</i>	[gru:p]
<i>bathing costume</i>	['beɪdɪŋ'kɒstju:m]	<i>fair</i>	[fɛə(r)]
<i>towel</i>	['tauəl]	<i>woe</i>	[wəu]
<i>sun-shade</i>	['sʌn ʃeɪd]	<i>Sabbath</i>	['səbəθ]
<i>attendant</i>	[ə'tendənt]	<i>bonny</i>	['boni]
<i>calm</i>	[kɑ:m]	<i>blithe</i>	[blaið]
<i>to bathe</i>	['beɪð]	<i>firm</i>	[fɜ:m]
<i>to dive</i>	[daɪv]	<i>to give up</i>	['gɪv 'ʌp]
<i>waves</i>	[weɪvz]	<i>thrust</i>	[θrʌst]
<i>to splash</i>	[splʌʃ]	<i>throat</i>	[θrəʊt]
<i>to sun-bathe</i>	['sʌnbeɪð]		

GRAMMATICAL EXPLANATIONS

Los verbos "need" y "dare".—Estos dos verbos se comportan a la vez como verbos normales y como anómalos finitos. Son verbos normales cuando se usan transitivamente, es decir, cuando llevan un objeto directo o complemento.

NEED = (anómalo). En la interrogativa y negativa, con el significado de:

1. *Absence of necessity*; 2. *Denial of a deduction*.

En algún aspecto, ambos significados son negativos de *must*.

Need you be so worried about it?

Need Peter do all these things?

You *need* not open the door if you want to get out through the window.

They *need* not spend ten thousand dollars to buy a good car.

NEED (como verbo normal). Con el significado de *to lack* = carecer necesitar.

Mary, do you *need* a new dress?

No, I do not *need* a new one, I have plenty of dresses.

DARE (anómalo). A veces con el significado de *courage* = valor, ánimo, atreverse.

How *dare* he say that you are not right?

Dare you jump over the fence?

My friend Tom *dare* not fly in a small plane.

I think you *dare* not speak to her.

DARE (como verbo normal). Con el significado de *to challenge* = desafiar.

I did not *dare* him to cross the river as I know he cannot swim.

He never *dared* me to do that.

Rhyme

Monday's child is fair of face.
Tuesday's child is full of grace.
Wednesday's child is full of woe.
Thursday's child has far to go.
Friday's child is loving and giving.
Saturday's child works hard for its living.
But the child that is born on the Sabbath day,
Is bonny and blithe and good and gay.

EXERCISES

A) Complete the following sentences:

- | | |
|--------------------------------------|-------------------------------------|
| 1. If Arthur had come earlier ———. | 11. When she speaks ——— ——— —. |
| 2. If you see my brother ——— —. | 12. They could do it if ——— ———. |
| 3. If she feels cold ——— ——— —. | 13. You cannot teach if ——— ———. |
| 4. If Jane had written the letter —. | 14. They would come if ——— ———. |
| 5. When we got there ——— ———. | 15. If I had his money ——— ———. |
| 6. That was what ——— ——— ———. | 16. If you have no paper ——— —. |
| 7. He said that ——— ——— ———. | 17. Could you ——— ——— ———? |
| 8. If I had passed my examination. | 18. I could have helped you if ———. |
| 9. Although he is not very clever. | 19. If he comes to see me ——— —. |
| 10. If your pen is broken ——— —. | 20. If we don't eat ——— ——— —. |

B) Rewrite these sentences using "going to" instead of "will":

Ex.: How much *are* you *going to* pay for it?

- | | |
|---|--|
| 1. How much will you pay for it? | 6. How many countries will they visit? |
| 2. They will build a new hotel in the city. | 7. Do you think he will buy the car? |
| 3. When will you show us the pictures? | 8. When will she give back the book? |
| 4. When will you start business with this firm? | 9. Won't he give up smoking? |
| 5. Will you stay with us for a few days? | 10. I will tell you what she bought there. |

C) Write the verb in brackets in the "Conditional Perfect":

(Add a conditional clause to complete the meaning when necessary.)

Ex.: She *should have done* it, I think.

- | | |
|--|---|
| 1. She should (do) it again, I think. | 6. He (teach) us English then, but not now. |
| 2. He (wait) for us if he had received the letter. | 7. If you had made a noise, we (hear) you. |
| 3. Mr. Gardner might (become) rich soon. | 8. In that case, we (break) them. |
| 4. I think the dog (bite) you. | 9. No, because they (remain) hidden. |
| 5. The cat (jump out) if we had opened the window. | 10. Yes, he (succeed), I'm sure. |

D) Translate the following sentences into English:

- | | |
|--|---|
| 1. Estuvimos en el extranjero el año pasado. | 6. Mrs. Wilson sabía tocar el piano cuando era joven. |
| 2. ¿Va bien su reloj? | 7. ¡Ojalá llueva! |
| 3. El acaba de salir de la casa. | 8. Puede que lo compre mañana. |
| 4. Ella baila muy bien. | 9. Debe ir hasta allí si quiere verla. |
| 5. Estoy seguro que ella vendrá pronto. | 10. El debería dar dinero a ese pobre. |

PRONUNCIATION EXERCISE

Práctica del sonido (θ)

How many feathers in a thrush's throat? Three thousand, three hundred and thirty-three.

LESSON EIGHT

Let me do it. \

At the Airport



Hugh: Our friends Ramón and Antonio are arriving today from London.

Jane: Let's go and meet them at the airport. At what time does the plane land?

Hugh: It is due in at eleven forty-five.

Jane: How far is the airport?

Hugh: About ten or twelve kilometres out, but there is a first class bus service.

Jane and Hugh caught the bus going to the airport at a quarter to eleven. The bus took them through the city and out into the open country where the

airport was. It was a lovely day and the ride was most enjoyable because the highway was new. They could see some airplanes about to land and others already climbing up into the blue sky. The airport was quite modern and from the restaurant, which overlooked the landing apron, they could see all the planes arriving and taking off. When the loudspeakers announced the arrival of the flight, Hugh left Jane at the table and went to meet his friends.

Answer the following questions on the Reading Passage:

1. Who was arriving from London?
2. How were they coming?
3. Have you ever flown?
4. What is the name of the airport in your town?
5. At what time was the plane due in?
6. How far away was the airport?
7. How did Jane and Hugh get there?
8. What kind of a day was it?
9. What kind of a day is it today?
10. What was the highway like?
11. What could the Carters see from the bus?
12. Was the airport old?
13. What could they see from the restaurant?
14. What did the restaurant overlook?

NEW WORDS

<i>to land</i>	[land]	<i>loudspeaker</i>	['laud'spi:kə(r)]
<i>due</i>	[dju:]	<i>to announce</i>	[ə'nauns]
<i>kilometre</i>	['kilə'mi:tə(r)]	<i>flight</i>	[flait]
<i>service</i>	['sə:vis]	<i>to pare</i>	[peə(r)]
<i>open country</i>	['əupən 'kʌntri]	<i>pair</i>	[peə(r)]
<i>enjoyable</i>	[in'dʒɔiəbl]	<i>pear</i>	[peə(r)]
<i>highway</i>	['haiwei]	<i>to mind</i>	[maind]
<i>airplane</i>	['εəplein]	<i>sea-shell</i>	['si:'fel]
<i>restaurant</i>	['restəro:ŋ]	<i>seashore</i>	['si:'fo:(r)]
<i>landing apron</i>	['landiŋ'eiprən]	<i>shell</i>	[fel]
<i>to take off</i>	['teik 'of]		

GRAMMATICAL EXPLANATIONS

El imperativo en inglés con "let".—Let es un verbo que en español significa permitir, dejar, alquilar:

Margaret *let* the glass fall from her hands.

Her mother would not *let* her go.

The soldiers *let* the prisoner escape.

My friend has two houses to *let*.

El *imperativo*, tanto en el singular como en el plural, se forma con el *infinitivo* del verbo sin "to", precedido del verbo "let", y los pronombres personales en *caso objetivo*. No se usa ni el verbo "let" ni los pronombres personales en *caso objetivo*, con las segundas personas.

El *imperativo negativo* de las segundas personas se forma colocando *do not* delante del *infinitivo* del verbo sin "to". El de las primeras y terceras personas se forma poniendo *not* delante del infinitivo sin "to" del verbo de la forma afirmativa.

LET ME WRITE

WRITE (*segunda persona*)

LET HIM WRITE

LET HER WRITE

LET US WRITE

WRITE (*segunda persona*)

LET THEM WRITE

LET ME NOT WRITE

DO NOT WRITE

LET HIM NOT WRITE

LET HER NOT WRITE

LET US NOT WRITE

DO NOT WRITE

LET THEM NOT WRITE

NOTA.—"Please" puede colocarse delante o detrás de un imperativo. La dureza del imperativo puede suavizarse igualmente usando una oración *condicional* completa o incompleta. También usando "will you"?:

- 1) *Please* go there. Go there *please*.
- 2) *Could* you tell me the way to Bolivar Square?
- 3) Get me that book, *will you?* (o *todavía menos brusco*):
Will you get me that book, *please?*

EXERCISES

A) *Translate these sentences into English:*

- | | |
|---|---|
| 1. No mandes la carta por correo ordinario. | 3. No te sientes a escribir la carta ahora. |
| 2. Deja jugar a los niños aquí. | 4. Déjanos intentarlo una vez más. |

5. Veamos cómo funciona esta máquina.
6. Deja dormir al niño una hora más.
7. Déjame probarme los zapatos primero.
8. No vayamos a ver a tu hermano hoy.
9. Compra dulces a estos niños.
10. Haz que ellos vengan conmigo.
11. Déjalos ir a jugar en el jardín.
12. Charles, no te montes en ese caballo.
13. Déjame subir a este árbol.
14. No toques el queso con la mano.
15. Bebamos esta botella también.
16. Vámonos ahora porque es muy tarde.
17. No riñas con tu hermana.
18. Déjame ayudarte, porque estás cansado.
19. No pegues a este perro; puede morderte.
20. No cortes el pan con ese cuchillo.
21. Hazles estudiar más.
22. No paseemos hoy; va a llover.

B) *Put in the missing prepositions or adverbial particles:*

1. Hugh sent the flowers — Jane — car.
2. Jane showed the flowers — her mother.
3. Tom bought some chocolates — his mother.
4. Jane's friends live — that city.
5. Wellington fought many battles — the French.
6. — what time does the plane get — Caracas?
7. She got — the taxi — help.
8. Jane and Hugh got — the bus near the hotel.
9. Mrs. Wilson always gets — eight o'clock — the morning.
10. He arrived — Caracas — December.
11. After their honeymoon the Carters are going — home.
12. The days went very quickly — the sea-side.
13. The hall porter went — with his work.
14. Jane is looking — Hugh.
15. They couldn't get — because the door was locked.

C) *Make the appropriate questions for the following answers. Begin your questions with what, when, how, where, how many:*

1. Jane wasn't feeling very well.
2. They went to see the monuments.
3. I am afraid of storms.
4. The plane arrived at ten o'clock.
5. I go home on foot.
6. I went there yesterday.
7. She goes to the cinema on Saturdays.
8. She is in the sitting-room.
9. I have nothing in my hand.
10. I'm all right, thank you.
11. I went to the theatre last week.

- | | |
|---|--|
| 12. Peter went to school by car. | 17. My father is very well. |
| 13. The picture was on the floor. | 18. There are twenty cigarettes in a packet. |
| 14. They went to the sea-side in August. | 19. She is feeling very well now. |
| 15. I have thirty books. | 20. He came last night. |
| 16. She has two brothers and two sisters. | |

D) *Using the adverbs yesterday, everyday, tomorrow, rewrite the following sentences as in the example:*

- a) Hugh *is writing* a letter *now*.
- b) Hugh *wrote* a letter *yesterday*.
- c) Hugh *writes* letters *everyday*.
- d) Hugh *is going to write* a letter *tomorrow*.

- | | |
|---|---|
| 1. The cat is catching a mouse. | 12. We are watching television. |
| 2. Jane is washing Hugh's shirt. | 13. Mary is driving a car. |
| 3. The boy is sitting on that chair. | 14. The boys are answering the questions. |
| 4. Jane isn't feeling very well. | 15. He is smoking a cigarette. |
| 5. They are going to the cinema. | 16. Her brother is drinking milk. |
| 6. I'm closing the door. | 17. Mr. Ley is teaching English. |
| 7. He's speaking to his brother. | 18. She is bringing her sisters with her. |
| 8. The hen is laying an egg. | 19. The man is opening the box. |
| 9. We are planting trees in the garden. | 20. Hugh is reading a novel. |
| 10. Tom is buying a new car. | |
| 11. He is cleaning his shoes. | |

PRONUNCIATION EXERCISE

Frases para practicar diversos sonidos:

- 1. Will you pare me a pair of pears?
- 2. Can you hear me from here?
- 3. Please write this, and mind you get it right.
- 4. She sells sea-shells on the seashore, and the shells she sells are sea-shells, I'm sure.

LESSON NINE

They want to do it now. \

Speaking of London



Ramón and Antonio arrived safely and went with Hugh to the airport restaurant where Jane was waiting for them. They greeted each other and, while Hugh ordered some drinks, Jane said:

Jane: Did you enjoy your visit to London?

Antonio: Very much. It was most interesting. I hadn't realized that London was so big.

Jane: What was the weather like?

- Ramón:* Terrible! It rained almost all the time, the sky was grey and I felt cold.
- Antonio:* He felt so cold that he bought himself an overcoat in summer!
- Hugh:* Did you see any of the monuments?
- Ramón:* Yes. Saint Paul's Cathedral is most impressive and it is enormous.
- Jane:* Someone told me that it is one of the biggest cathedrals in the world.
- Ramón:* What I most enjoyed was Westminster Abbey.
- Antonio:* The most exciting moment for me was when I watched a debate in the House of Commons. It really was most interesting.
- Jane:* Did you see the Tower of London?
- Ramón:* Yes. We saw the Crown Jewels, and Tower Hill where so many people had their heads cut off.
- Jane:* What were the shops like?
- Hugh:* Trust a woman to ask a question like that!
- Antonio:* I think they were excellent. I bought my wife some things and I know she would have enjoyed herself shopping and would have bought much more than I did.
- Jane:* Oh! Hugh, we must go to London some time!

Answer the following questions on the Reading Passage:

1. How did Ramón and Antonio arrive?
2. What did Hugh order?
3. What surprised Antonio about London?
4. Was the weather fine?
5. What season of the year was it?
6. What did Ramón have to buy?
7. What did Ramón think about Saint Paul's Cathedral?
8. What did Ramón most enjoy?
9. What was the most exciting moment for Antonio?
10. Where are the Crown Jewels kept?
11. What used to happen on Tower Hill?
12. Do you know where some famous English people are buried?
13. What did Jane ask about?
14. Why did Jane want to go to London?
15. Have you ever been to London?

NEW WORDS

<i>safely</i>	[ˈseɪfli]	<i>moment</i>	[ˈməʊmənt]
<i>to greet</i>	[gri:t]	<i>debate</i>	[diˈbeɪt]
<i>to order</i>	[ˈoːdə(r)]	<i>tower</i>	[ˈtaʊə(r)]
<i>to realize</i>	[ˈrɪəlaɪz]	<i>to cut off</i>	[ˈkʌt ˈɒf]
<i>terrible</i>	[ˈterəbl]	<i>to trust</i>	[trʌst]
<i>cathedral</i>	[kəˈθiːdrəl]	<i>to bury</i>	[ˈberi]
<i>impressive</i>	[ɪmˈpresɪv]	<i>to lend</i>	[lend]
<i>enormous</i>	[ɪˈnoːməs]	<i>to seek</i>	[siːk]
<i>abbey</i>	[ˈabi]	<i>courage</i>	[ˈkʌrɪdʒ]
<i>exciting</i>	[ɪkˈsaɪtɪŋ]		

GRAMMATICAL EXPLANATIONS

El infinitivo sin "to" después de ciertos verbos.—En inglés el infinitivo va acompañado, generalmente, de "to":

He wants *to spend* a week with us.
 They want *to do* it now.
To help is always good, *to lie* is always bad.

No obstante, hay ocasiones cuando "to" se omite:

- a) Detrás de los verbos defectivos (y auxiliares), excepto *ought* y *used*.
- b) Después de ciertas frases, tales como: *would rather*, *had better*, *no more than*, *nothing but*, *except*.
- c) Detrás de ciertos verbos que denotan o expresan sensaciones o percepciones.

Estos verbos son:

<i>watch</i>	<i>let</i>	<i>make</i>
<i>see</i>	<i>hear</i>	<i>feel</i>

Son opcionales *help* y *smell*.

- a) Mary *can play* the piano wonderfully.
 We *must study* harder if we want to pass our exam.
 Does Paul *come* here every day?
 Did they *stay* here long?

- b) I *would rather have* coffee than tea now.
 You *had better go* if you don't want to miss your train.
 It is a pity but he does *nothing but waste* his money.
 We could do everything *except visit* your friends.
- c) Does your teacher *make* you *work* hard in English?
 He did not *let me send* the letter I had written.
 We *watched* the teacher *write* on the blackboard.
 Did they *see* you *put* them there?
 The funny boy *made me laugh* a lot.
 I *heard him say* he wanted to buy it soon.
 Yes, my friend *felt* the snake *crawl* on his chest but he did not move.

NOTA.—A veces, los verbos mencionados, cuando van seguidos de un complemento directo, rigen *gerundio* en vez de infinitivo sin "to".

He wants to *watch us dancing*.
 We *heard the thieves opening* the door.

EXERCISES

A) Put in the missing prepositions or adverbial particles:

- Jane and Hugh got — the city when it was dark.
- The children get — — school — four o'clock.
- They got — the bus — the airport.
- If you go up, you'll have to come —.
- He turned the light — as it was getting dark.
- He took — his key and unlocked the door.
- She took her handkerchief — — her bag.
- At what time did the plane take —?
- As it was cold, he put — his coat.
- We were speaking — the telephone when we were cut —.
- Hugh saw — getting the tickets.
- He hired a sun-shade — the attendant.
- Take — your coat; it's hot in here.
- He turned the light — when he went — — the room.
- If you go down, you'll have to come —.

B) *Make the following sentences: a) Interrogative; b) Negative; c) Interrogative-Negative.*

- | | |
|-------------------------------------|--|
| 1. She began it yesterday. | 12. It rains a lot in winter. |
| 2. Her mother has written a letter. | 13. He thinks a lot. |
| 3. She did her exercise. | 14. He can swim very well. |
| 4. We took it home. | 15. The boys study hard. |
| 5. They came early yesterday. | 16. He said he would come. |
| 6. They have just done it. | 17. Her mother let her go. |
| 7. They went to the cinema. | 18. She got me a new book. |
| 8. He drinks a lot of beer. | 19. I shall buy you a box of chocolates. |
| 9. I knew your father. | 20. Hugh bought a box of chocolates. |
| 10. She saw me yesterday. | |
| 11. He speaks very good English. | |

C) *Translate the following sentences into English:*

- | | |
|---|---|
| 1. Vi a un hombre, alto y joven, en la calle. | 9. Napoleón murió en Santa Elena. |
| 2. Ella es baja y morena. | 10. La Catedral de San Pablo es una de las más grandes del mundo. |
| 3. Ramón ha estado en Londres. | 11. El encontró el debate muy interesante. |
| 4. Una mesa pesa más que una silla. | 12. Se levantó a las ocho de la mañana. |
| 5. Hace mucho calor en Maracaibo. | 13. Ramón y Antonio disfrutaron de su estancia en Londres. |
| 6. Ese libro es más pequeño que éste. | 14. Dieron un paseo por la mañana. |
| 7. ¿Cuándo hay mucha gente en las tiendas? | 15. Me gusta leer el periódico con el desayuno. |
| 8. Ella nació en Caracas. | |

D) *Answer the following questions: a) affirmatively; b) negatively; give short answers:*

- | | |
|---|--|
| 1. Can you lend me some money? | 3. Will you read the paper? |
| 2. Could she go to the cinema as she wanted to? | 4. Would you be pleased if your friend came? |

- | | |
|---|---------------------------------------|
| 5. Should I ask him first? | 12. Are you working hard? |
| 6. Shall I have a nice meal? | 13. Am I doing this exercise? |
| 7. May I open this letter? | 14. Is he playing with his train? |
| 8. Do you think it is going to rain? | 15. Were the men very busy? |
| 9. Did he tell you about the accident? | 16. Was the girl making a cake? |
| 10. Does he know about it? | 17. Have you got the right time? |
| 11. Must we have tickets to enter the cinema? | 18. Has he done it? |
| | 19. Have I many friends? |
| | 20. Need I tell you to be so careful? |

D I C T A T I O N

London is on the river Thames, which goes right through the City and we can say that London is what it is because the river has made it so. The Romans, who first came to England two thousand years ago, built London there because of the river, and ever since then it has been the most important part of the City, bringing to England great riches, year after year, from far away. London is one of the biggest ports in the world and ships full of people and all kinds of goods from all parts of the world come right up the river and into London.

P R O N U N C I A T I O N E X E R C I S E

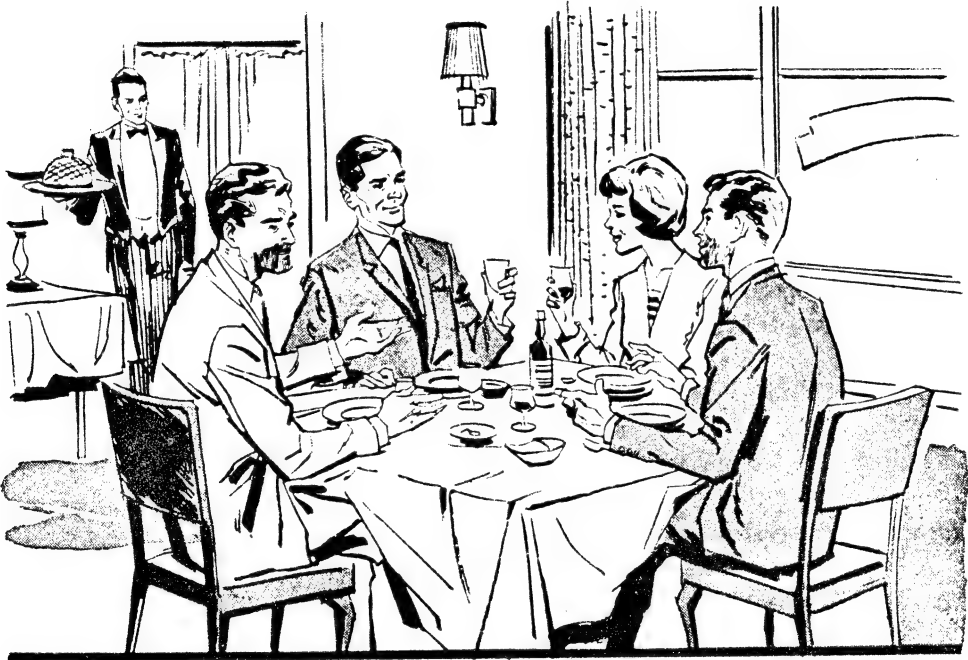
Hágase la diferencia entre los grupos siguientes de palabras:

1. cloth - cloths - clothes - clouds.
2. soap - shop - soup.
3. daughter - doctor.
4. six - sick - seek - seeks.
5. was - wash - washed - watch - wars - watched.
6. west - worst - worse - works.
7. words - walks - wax - works.
8. courage - carriage.

LESSON TEN

Travelling is enjoyable. \

Having Lunch



From the airport, the Carters and their friends drove to their hotel to have lunch. Ramón and Antonio were going to fly to Washington that evening, as they had some business to do. They entered the dining-room and sat down at a nice table by the window.

Jane: Do you like travelling?

Ramón: No, I'm sorry to say I dislike travelling. When I was young, I dreamt of travelling round the world. I used to think I would like to be a pilot of an airplane, but now I just want to stay at home and rest.

- Antonio:* It is worth having dreams about what you are going to do, even though when you get older, you get tired of doing the same thing all the time.
- Hugh:* What do you want to eat?
- Jane:* The fish is very good here.
- Antonio:* I don't want much to eat. Eating a lot makes you fat.
- Ramón:* I would like some clear soup and some fish.
- Antonio:* Yes, that's a good idea. I think that would agree with me.
- Hugh:* I don't mind having the fish, but I would like to have a shrimp cocktail instead of the clear soup.
- Hugh:* I also would enjoy having that.

Answer the following questions on the Reading Passage:

1. Where did the Carters and their friends go to from the airport?
2. How did they go there?
3. Were their friends going to fly to London that evening?
4. Where did they sit?
5. Does Ramón like travelling?
6. What did he dream of doing when he was young?
7. What did he think he would like to be?
8. What does he want to do now?
9. Would you like to be the pilot of an airplane?
10. What would you like to do, stay at home or travel round the world?
11. What would you like to be when you grow up?
12. Is it easy to get tired of doing the same thing all the time?
13. What was the fish like at the hotel?
14. Did Antonio want to eat a lot?
15. What did Jane want to have instead of the clear soup?

NEW WORDS

<i>to dislike</i>	[dis'laik]	<i>showers</i>	['ʃauəz]
<i>to dream</i>	[dri:m]	<i>to bring forth</i>	['briŋ 'fo:θ]
<i>pilot</i>	['pailət]	<i>sort</i>	[so:t]
<i>to be worth</i>	['bi: 'wə:θ]	<i>politely</i>	[pə'laitli]
<i>dream</i>	[dri:m]	<i>TV set</i>	['ti: 'vi: 'set]
<i>shrimp</i>	[ʃrimp]	<i>nest</i>	[nest]
		<i>wealthy</i>	['welθi]

GRAMMATICAL EXPLANATIONS

La forma "ing" y su uso detrás de ciertos verbos.—La forma "ing" del verbo es simplemente el infinitivo sin "to" más el sufijo "ing".

Así: to write, *writing*; to speak, *speaking*.

He aquí los distintos usos de la forma "ing" o gerundio:

1. Como una alternativa del *infinitivo*.
2. Para dar un matiz de significado distinto del que daría el infinitivo.
3. Porque hay ciertos verbos que *exigen siempre gerundio* detrás de ellos.
4. a) Hay ciertos verbos que van necesariamente seguidos de una preposición, y esta preposición transforma al verbo al cual precede, en *gerundio*. (Los "two-word verbs" siguen esta regla.)
b) Toda preposición, excepto "to" rige al verbo *en gerundio*.
5. También la forma "ing" puede reemplazar al infinitivo:
a) Cuando el infinitivo es el sujeto de la oración.
b) Cuando es el complemento u objeto directo de ciertos verbos.

Analícemos todos los casos mencionados:

- 1) Detrás de los siguientes verbos, bien sea el gerundio o el infinitivo, pueden usarse, aunque algunas veces el significado no es del todo el mismo.

<i>love</i>	<i>begin</i>	<i>try</i>	<i>dislike</i>	<i>intend</i>
<i>like</i>	<i>start</i>	<i>attempt</i>	<i>hate</i>	<i>propose</i>
<i>permit</i>	<i>prefer</i>	<i>imagine</i>	<i>bear</i>	

I like *travelling* (to travel) abroad.

My friend intends *crossing* (to cross) the English Channel this year.

Mr. Brown dislikes *fishing* (to fish) with me in this river.

My elder brother never remembers *bringing* (to bring) me a present.

I don't know why, but that boy hates *meeting* (to meet) my friends.

Our father wants to start *building* (to build) the house this week.

Helen prefers *watching* (to watch) television to washing up in the kitchen. (Nótese el empleo del gerundio, después de "to" en este caso.)

Mrs. Bliss loves *playing* (to play) with my little brother when she comes to see us.

2) Como hemos dicho, la mayoría de los verbos indicados tienen un significado ligeramente diferente si se usa el gerundio, o se usa el infinitivo.

El infinitivo implica, más bien, una manifestación de principios. Mientras que el gerundio supone ya un comentario sobre un hecho:

My father does not like Margaret *to go* to the cinema alone.

My father does not like Margaret *going* to the cinema alone.

NOTA.—En el segundo ejemplo, Margarita ya hace tiempo que está yendo al cine.

Two Rhymes

I

March winds and April showers
Bring forth May flowers.

II

Early to bed, and early to rise,
Makes a man healthy, wealthy and wise.

EXERCISES

A) Write the verb in brackets in the "Past Perfect Continuous":

Ex.: He found that the thieves *had been trying* to open the door

- | | |
|--|---|
| 1. He found that the thieves (try) to open the door. | 6. I (fish) with him three days before. |
| 2. The children (jump) in the water and got dirty. | 7. He (try) it since he was twelve. |
| 3. He spoke English well because he (live) in England a long time. | 8. He knew that they (laugh) at the poor woman. |
| 4. Yes, they (grow) potatoes before. | 9. Henry said that he (study) his lesson. |
| 5. He (try) to get it for years before. | 10. They (think) about it for a long time. |

B) *Write the verb in brackets in the "Future Perfect":*

Ex.: My son *will have done* it before nine o'clock

- | | |
|--|---------------------------------------|
| 1. My son (do) his homework before nine o'clock. | 6. Perhaps the rain (stop). |
| 2. Mr. Brown (build) the house by next year. | 7. They (shoot) that big bear. |
| 3. I hope he (find) all his books. | 8. I think he (speak) the truth. |
| 4. He (not buy) the car yet. | 9. We (learn) a lot by then. |
| 5. Henry (spend) the money you gave him. | 10. She (remember) what you told her. |

C) *Translate these sentences into English:*

- | | |
|---|---|
| 1. Mi hermano no ha podido venir hoy. | 5. El debería haberte devuelto el dinero. |
| 2. Ellos pueden haberse perdido en el bosque. | 6. Son ricos y podrían ayudarnos. |
| 3. Ella debe haber estado muy enferma. | 7. El Club puede estar cerrado ahora. |
| 4. Me gustaría poder hacer el viaje pronto. | 8. El no se atrevió a abrir la puerta. |
| | 9. Debemos hacerlo cuanto antes. |
| | 10. Si apruebo el examen, podré visitar Europa. |

D) *Put in "to say" or "to tell":*

- | | |
|--|---------------------------|
| 1. What was he ... you? | 6. He ... he was thirsty. |
| 2. He was ... that it was going to rain. | 7. I like ... stories. |
| 3. ... me what you think about it. | 8. He ... me to do it. |
| 4. Did you ... he would be late? | 9. He ... I had to do it. |
| 5. I don't know what to ... | 10. ... him what to do. |

E) *Put in the missing anomalous finites: (Defective and Auxiliary verbs)*

1. You not do it today. There's no hurry.
2. They ask all sorts of difficult questions.

3. I not jump out of the plane.
4. you come in, please?
5. you like a glass of beer?
6. How many languages you speak?
7. You to study more.
8. You do it today and not leave it for tomorrow.
9. It be easy to do.
10. You not to have said that sort of thing.
11. You speak to your teacher politely.
12. They not spend 2,000 dollars on a TV set.
13. It rain but I don't think so.
14. The children go to the cinema.
15. You really work harder.
16. you swim when you were young?

PRONUNCIATION EXERCISE

Hágase la diferencia entre las siguientes palabras:

1. love - laugh - loved - laughed.
2. fill - filled - field - feel.
3. leaf - leave - live - life.
4. Mary - merry - marry - Murray.
5. day - they - their.
6. thing - thin - things - think - things.
7. when - went - weren't.
8. nest - nests - next - necks.
9. eat - eats - each - its.
10. woman - women.

LESSON ELEVEN

He insisted on doing it. \

At the Tailor's



Jane and Hugh and their friends Ramón and Antonio have finished lunch and are having coffee.

Hugh: That's a very nice suit you've got on. Where did you get it?

Ramón: I bought it in England. The very first day in London, I went to a tailor's and asked to see some cloths.

Hugh: Tell me about it.

Ramón: He showed me some very good cloths and I chose this material.

Hugh: So you had it made to measure.

- Ramón:* Yes, I don't like ready-made suits. They never fit properly. There is always something wrong. Either the jacket is a little tight under the arms or the sleeves are too long.
- Antonio:* And the trousers are always too long or too short, too tight or too loose.
- Hugh:* Did he take your measurements?
- Ramón:* Oh, yes. He took all my measurements and I had two fittings.
- Jane:* How much did it cost?
- Ramón:* Thirty-five guineas.
- Hugh:* That is a lot of money.

Answer the following questions:

1. What have Jane and Hugh and their friends just had?
2. What are they having now?
3. What kind of a suit did Ramón have on?
4. Where did he get it?
5. What did he ask the tailor to show him?
6. How did Ramón have his suit made?
7. What doesn't Ramón like?
8. What did Ramón say about ready-made suits?
9. What did Antonio say about the trousers?
10. Which do you prefer, ready-made suits or suits made to measure?
11. What did the tailor take?
12. How many fittings did Ramón have?
13. How long did the tailor take to make the suit?
14. How much did the suit cost?
15. How much does a suit cost to make in your country?

NEW WORDS

<i>to insist</i>	[in'sist]	<i>to fit</i>	[fit]
<i>the very first day</i>	[ðə'veri fə:st 'dei]	<i>jacket</i>	['dʒakit]
<i>tailor</i>	['teilə(r)]	<i>tight</i>	[taɪt]
<i>tailor's</i>	['teiləz]	<i>sleeves</i>	[sli:vz]
<i>material</i>	[mə'tiəriəl]	<i>loose</i>	[lu:s]
<i>ready-made</i>	['redi 'meid]	<i>measurements</i>	['meʒəmənts]

<i>fitting</i>	[ˈfɪtɪŋ]	<i>ignorant</i>	[ˈɪɡnərənt]
<i>guinea</i>	[ˈɡɪni]	<i>hammer</i>	[ˈhæmə(r)]
<i>favourite</i>	[ˈfeɪvərɪt]	<i>to howl</i>	[haʊl]
<i>sport</i>	[spo:t]	<i>horribly</i>	[ˈhɒrəbli]
<i>itches</i>	[ˈeɪtʃɪz]		

GRAMMATICAL EXPLANATIONS

La forma "ing" y su uso detrás de ciertos verbos (continuación):

3) Los siguientes verbos siempre exigen gerundio:

<i>delay</i>	<i>continue</i>	<i>avoid</i>	<i>enjoy</i>	<i>risk</i>	<i>detest</i>
<i>finish</i>	<i>admit</i>	<i>excuse</i>	<i>can't help</i>	<i>prevent</i>	<i>stop</i>
<i>deny</i>	<i>postpone</i>	<i>explain</i>	<i>miss</i>	<i>mind</i>	(con el sentido de cesar)

The child could not *avoid getting* his brothers' illness.

You must not *delay sending* this information.

My brother must not *risk lending* his money.

She does not *mind waiting* for me two hours.

This may *prevent him from writing* to me.

Mr. Penn *enjoys having* his breakfast in bed.

He *admitted having* stolen the car.

My friend Charles will never *stop teasing* everybody.

Will you *stop making* that noise?

4) a) Algunos verbos van necesariamente seguidos de preposiciones:

He *insisted on doing* it and I had to agree.

My brother *aims at getting* one million \$ in ten years.

I would like you *to concentrate on starting* a new business.

Mr. Poser *succeeded in writing* a wonderful comedy.

Pat is always *dreaming of making* a trip to Polinesia.

Henry had *thought of doing* it before you.

My brother still *goes on trying* to be a bullfighter.

I had to *agree to paying* the money in advance. (Nótese el empleo del gerundio, después de "to" en este caso.)

b) Toda preposición, excepto "to", rige gerundio:

After buying herself a new *dress*, she wanted a hat too.

For my pupils the day *of starting* work should be a happy one.

On coming out of the cinema, he saw the accident.

He was able to open the safe *without using* the key.

She did not lose time *in answering* my letter.

I am tired *of waiting* for you.

Yes, he left *without seeing* his mother.

Mr. Brown became rich *by investing* all his savings in that firm.

5) a) Cuando el infinitivo es el sujeto de la oración:

Eating too much is not good.

Going there is rather dangerous for us.

Living in the country is a pleasure for him.

b) Cuando hace de complemento u objeto directo de muchos verbos:

Certainly, I like *talking* with this man very much.

He says he prefers *working* hard to doing nothing.

I'm sure they will try *doing* business with my father again.

Rigen gerundio, igualmente, los siguientes verbos idiomáticos:

to be of no use, to be worth, to be no good.

NOTA.—Estos verbos siempre se conjugan en la tercera persona singular (no personal).

It is no use giving him the money as he wastes it.

I think *it is worth making* the journey to meet him.

Of course, *it is no good counting* your chickens before they are hatched.

EXERCISES

A) Rewrite these sentences using the right form of the verb given in brackets (infinitive with "to", infinitive without "to" or gerund):

1. The winds kept (drive) the boat off its course.

2. These are the things that make life worth (live).

3. Has she finished (see) the house?
4. It has not stopped (rain) yet.
5. I could not help (laugh) that day.
6. You need not (hit) this donkey.
7. His mother made him (wash) his hands.
8. He was able (translate) the whole document.
9. She is tired of (come) here every day.
10. They ought (come back) soon.
11. I remember (have) given him the key.
12. (Ride) in this park is her favourite sport.
13. They saw the thief (try) to open the door.
14. She went to bed (leave) the plates on the table.
15. A good soldier dies (fight) bravely.
16. Yes, I have seen you (smoke) a cigarette.
17. She wants (go back) as soon as possible.
18. Do you want me (help) you (solve) the problem?
19. He is not used (drink) strong drinks.
20. She can (do) it without (ask) for help.

B) *Put the following verbs in either the Simple Past or the Past Continuous:*

- | | |
|----------------------|--|
| 1. to come, to see | As I ... to school yesterday, I ... a woman fall. |
| 2. to talk, to come | His father ... to me when you ... in. |
| 3. to go, to begin | When we ... out at 9 o'clock it ... to rain. |
| 4. to tell, to talk | I ... him to listen because I ... to him. |
| 5. to have, to come | She ... breakfast when I ... down. |
| 6. to do, to write | While he ... it, I ... the letter. |
| 7. to bathe, to stay | He ... three times a day while he... at the seaside. |
| 8. to sleep, to turn | He ... when I ... on the light. |
| 9. to play, to begin | They ... football when it ... to rain. |
| 10. to read, to go | While they ... it, the light ... out. |

C) *Translate these sentences into English:*

- | | |
|---|---|
| 1. A ella le encanta enseñar idiomas. | 7. No ha hecho otra cosa sino hablar. |
| 2. El los vio robar el caballo. | 8. El dice que viajar es una cosa agradable. |
| 3. Recuerdo haberle visto antes. | 9. Henry continuó trabajando sin decir nada. |
| 4. Telefonéame si hay algo que te impida venir. | 10. A él no le importa tener que vivir en una ciudad pequeña. |
| 5. Este hombre nos hace trabajar duro. | |
| 6. Tom me dio las gracias por haberle ayudado. | |

D) *Put the infinitive in brackets into the correct form:*

- | | |
|--|--|
| 1. After (buy) the car he had an accident. | 7. They thought of (go) to the theatre. |
| 2. She wants (go) to the seaside. | 8. I watched her (make) an omelette. |
| 3. They insisted on (have) a holiday. | 9. I enjoy (watch) football. |
| 4. She made her son (do) his homework. | 10. I can't (open) it without (use) a key. |
| 5. They finished (write) a letter. | |
| 6. Did he see you (do) it? | |

PRONUNCIATION EXERCISE

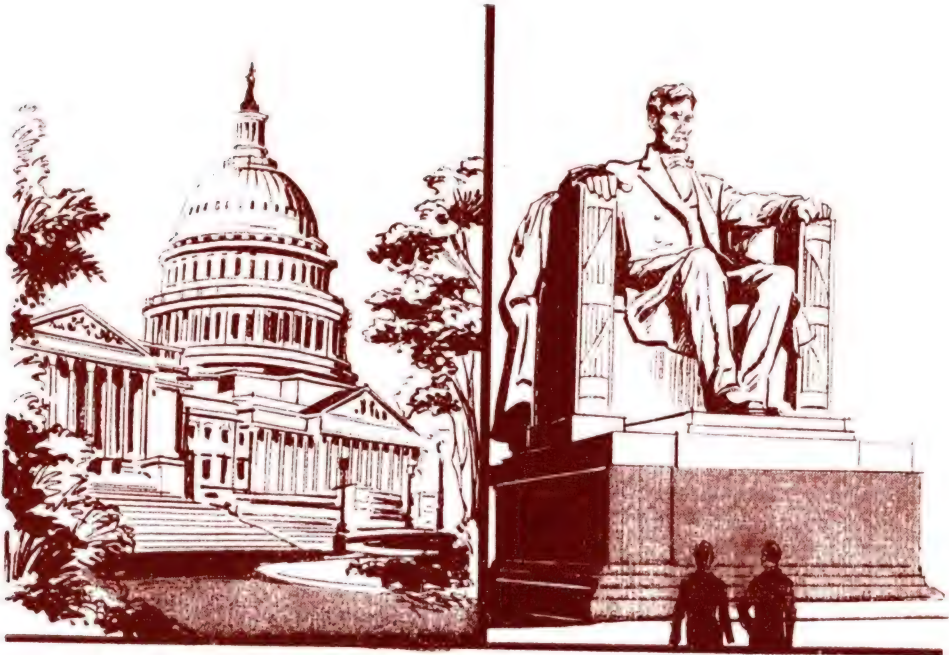
Práctica del sonido [h]:

Harry went to Hampstead.
Harry lost his hat.
Harry's mother said to Harry.
"Harry, where's your hat?"
Harry said to Harry's mother:
"Hanging in the hall."
Harry's mother said to Harry,
"If you don't sound your aitches,
You ignorant little ass,
I'll hit you on the head with a hard hammer,
And make you howl horribly."

LESSON TWELVE

She **said** that he **lived** in that city. \

Washington



Antonio and Ramón flew to Washington where they stayed for three days, and on their way back home, they passed through the town where Hugh and Jane were staying. Hugh went to the airport to see them because the plane arrived late at night. The next day, Jane asked her husband.

Jane: Did they arrive safely?

Hugh: Yes, they were only an hour at the airport because the plane took off again almost at once.

- Jane:* What did Ramón say about Washington?
- Hugh:* He said he was very much impressed with Washington. The streets were wide and there were many avenues.
- Jane:* Did he compare it with London?
- Hugh:* Yes, he did. He said that London was more interesting, because it is older and has more history, but he said he would prefer to live in Washington.
- Jane:* Did you ask Antonio about the shops?
- Hugh:* Of course, I did. He said there were some very fine shops in Washington, but that the shops in New York were even better.
- Jane:* What did Ramón like best?
- Hugh:* He told me that he liked the Capitol best. He said there were some fine paintings in the Capitol. He also said that the National Gallery of Art was very interesting and had many beautiful works of art.
- Jane:* Did they say anything about the parks?
- Hugh:* Yes, they said that Washington park system is one of the best in the world.

Answer the following questions on the Reading Passage:

1. What is the capital of your country?
2. What is the capital of the U. S. A.?
3. What is the capital of Great Britain?
4. When did Ramón and Antonio fly to Washington D. C.?
5. How long did they stay there?
6. Who went to the airport to see them when their plane passed through?
7. Did Jane go to the airport?
8. How long was the plane at the airport?
9. What did Ramón say about Washington?
10. Are the streets in Washington wide or narrow?
11. Has your city many avenues?
12. Why did Ramón say London was more interesting?
13. Is Rome older or newer than Washington?
14. Were the shops in Washington better than those in New York?
15. What are the parks like in Washington?

NEW WORDS

<i>to impress</i>	[im'pres]	<i>system</i>	['sistim]
<i>avenue</i>	['avinju:]	<i>wheat</i>	[wi:t]
<i>history</i>	['histəri]	<i>devote</i>	[di'vəut]
<i>paintings</i>	['peintɪŋz]	<i>to slip</i>	[slip]
<i>Capitol</i>	['kapɪtl]	<i>breath</i>	[breθ]
<i>national</i>	['næʃənəl]	<i>breadth</i>	[bredθ]
<i>gallery of art</i>	['galəri əv 'a:t]	<i>to breathe</i>	[bri:ð]
<i>works of art</i>	['wə:ks əv 'a:t]		

GRAMMATICAL EXPLANATIONS

“Reported Speech”.—Cuando alguien está hablando y queremos describir lo que esa persona ha dicho, no repetimos sus mismas palabras, sino que *referimos* lo que aquella persona dijo de esta forma:

Ernest said that he wanted to buy a car

A esto se le llama *Reported Speech* o *Estilo Indirecto*, ya que las verdaderas palabras de Ernesto, que habló en *Direct Speech* o *Estilo Directo*, fueron:

“I want to buy a car”

Antes de ilustrar los distintos casos que pueden presentarse en el *Reported Speech*, veamos las reglas necesarias que hay que observar en la secuencia de tiempos al pasar de *Direct Speech* o *Estilo Directo* a *Reported Speech* o *Estilo Indirecto*.

Estas reglas son:

1) Cuando el verbo de la oración principal que va a ponerse en *Reported Speech* está en *Simple Present*, *Present Perfect*, *Present Continuous* o *Future Simple*, no hay cambio de tiempo en el verbo de la oración subordinada al pasar ésta a *Reported Speech*; solamente hay el cambio de persona exigido por la concordancia.

Direct Speech

Mary says, “I want a new dress”

They have said, “We shall visit your brother”

He is saying, “I have studied my lesson”

Peter will say, “I met your cousin”

Reported or Indirect Speech

Mary says THAT *she wants* a new dress.

They have said THAT *they will* visit my brother.

He is saying THAT *he has* studied his lesson.

Peter will say THAT *he met* my cousin.

NOTA.—Habrá observado el alumno que la conjunción *that* se coloca delante de la oración subordinada cuando ésta ha sido expresada ya en *Reported Speech*. Esto sucede *solamente* cuando se trata de oraciones *afirmativas*.

2) Cuando el verbo de la oración principal que se ha de poner en *Reported Speech* está en el *Simple Past*, el tiempo del verbo de la oración subordinada, en *Reported Speech*, debe concordar con el tiempo del verbo de esta misma oración expresada en *Direct Speech*.

Lógicamente se producen los cambios siguientes:

<i>Direct Speech</i>		<i>Indirect Speech</i>	
Simple Present	} <i>Se transforma en</i>	Simple Past	{
Present Continuous		Past Continuous	
Simple Past		Past Perfect	
Present Perfect		Past Perfect	
Future Simple		Conditional Simple	
Conditional Simple		Conditional Simple	
Future Perfect		Conditional Perfect	

<i>Direct Speech</i>		<i>Reported Speech</i>	
"I live in this city"	} He said that	he lived in this city.	{
"She is studying music"		she was studying music.	
"They went to see you"		they had gone to see me.	
"Paul has drawn the picture"		Paul had drawn the picture.	
"Peter will meet her at the party"		Peter would meet her at the party.	
"Mary would stay with us"		Mary would stay with us.	
"Henry will have come back"		Henry would have come back.	

OBSERVACIÓN.—Corrientemente, ciertas palabras que expresan cercanía en relación con el lugar o tiempo, se cambian por otras palabras que expresan lejanía.

<i>this</i>	se transforma en	<i>that</i>
<i>these</i>	" "	<i>those</i>
<i>here</i>	" "	<i>there</i>
<i>now</i>	" "	<i>then</i>

Ex.: Peter said, "I drove *this* bus". Peter said that he had driven *that* bus.

EXERCISES

A) *Put in the missing prepositions:*

1. Sheila married — my old friend Charles.
2. She is not responsible — what you did.
3. Please ring me — later — the afternoon.
4. — my opinion he was completely wrong.
5. This a very important matter — everybody.
6. Their plane arrived very late — night.
7. — first she did not know how — fill — the form.
8. That depends — the money you want — spend.
9. He passed — Caracas — his way — Lima.
10. They stayed — London — three weeks — a business trip.

B) *Complete the sentences with the correct pronouns:*

1. I wash ... in the bathroom; it is ... bathroom; it was made for ...; it is ...
2. You wash ... in the bathroom; it is ... bathroom; it was made for ...; it is ...
3. He washes ... in the bathroom; it is ... bathroom; it was made for ...; it is ...
4. She washes ... in the bathroom; it is ... bathroom; it was made for ...; it is ...
5. We wash ... in the bathroom; it is ... bathroom; it was made for ...; it is ...
6. You wash ... in the bathroom; it is ... bathroom; it was made for ...; it is ...
7. They wash ... in the bathroom; it is ... bathroom; it was made for ...; it is ...

C) *Put the infinitive in brackets into the correct form:*

1. Can you read without (open) your eyes?
2. My friend enjoys (do) his homework.
3. She is fond of (read) this kind of book.
4. Has he much experience in (teach) English?
5. (Study) is better than (do) nothing.
6. Will he continue (help) his mother?

- | | |
|--|---|
| 7. (Wish) to be useful I did everything I could. | 9. He took great pleasure in (help) everybody. |
| 8. He saves money by (build) the house himself. | 10. As he insisted on (go) there, I had to agree. |

D) *Put the following sentences into Reported or Indirect Speech:*

- | | |
|--|---|
| 1. Hugh says, "I love you very much". | 6. Antonio will say, "We shall go to Washington". |
| 2. Jane said, "I shall get married next month". | 7. Hugh said, "I will take you to the cinema". |
| 3. Hugh is saying, "I am writing a letter". | 8. Ramón said, "We visited the Tower of London". |
| 4. Jane said, "I have received a letter from my mother". | 9. I said, "I'll do it soon". |
| 5. The maid said, "I have cleaned the room". | 10. He said, "I'm tired". |

PRONUNCIATION EXERCISE

Hágase la diferencia entre los grupos siguientes:

1. with - which - wheat - wish
2. shot - short - shoot - shut
3. the boat - devote
4. bear - beard - bird - bed
5. seen - seeing - sin
6. there - dear - their - they're
7. asleep - sleep - slip - slipped
8. bread - breath - breadth - breathe

LESSON THIRTEEN

Peter asked Henry if he liked tea. \

At the Hairdresser's



Jane has been to the hairdresser's and so has Hugh.

Hugh: My! You are looking nice!

Jane: Do you like my new hair-style?

Hugh: I think it is very nice. It is different to your usual style.

Jane: Yes, I asked the hairdresser to give me a completely new hair-style. He looked at me for about two minutes and said he would have to wash my hair first of all. A girl did it for him and then he came and set my hair. Then I had to sit for half an hour under the dryer. First, very hot and then, warm.

Hugh: What did you do under the dryer?

Jane: I looked at some magazines and then, I spoke to the girl attendant and she told me a lot about the town and the people here. She said the people were very friendly.

Hugh: Yes, they are.

Jane: You've had a good hair-cut, too.

Hugh: Yes, I went to the best hairdresser's in town. He asked me how I liked my hair done. I told him short, back and sides but not much off on top. He said he could see my hair was getting a bit thin there. Afterwards he gave me an oil shampoo as my hair was rather dry from so much bathing.

Jane: Well, he cut your hair very well.

Answer the following questions:

1. Where had Jane been?
2. How did Hugh think she was looking?
3. What had Jane new?
4. What did Hugh think about it?
5. What had Jane asked the hairdresser to give her?
6. What was the first thing the hairdresser did?
7. Who washed Jane's hair for her?
8. What did the hairdresser then do?
9. What did Jane have to do?
10. Who did Jane talk to?
11. What did she tell her?
12. Where did Hugh go?
13. How did Hugh like his hair cut?
14. What could the hairdresser see?
15. Why did he give Hugh an oil shampoo?

NEW WORDS

<i>hairdresser's</i>	[ˈheəˈdresəz]	<i>attendant</i>	[əˈtendənt]
<i>hair-style</i>	[ˈheəsteɪl]	<i>magazine</i>	[magəˈziːn]
<i>usual</i>	[ˈjuːʒuəl]	<i>friendly</i>	[ˈfrendli]
<i>hairdresser</i>	[ˈheəˈdresə(r)]	<i>hair-cut</i>	[ˈheəkʌt]
<i>to set</i>	[set]	<i>back and sides</i>	[ˈbækən ˈsaɪdz]
<i>dryer</i>	[ˈdraɪə(r)]	<i>to get thin</i>	[ˈget ˈθɪn]

<i>shampoo</i>	[ʃam'pu:]	<i>to divide</i>	[di'vaid]
<i>bathing</i>	['ba:θɪŋ]	<i>deceit</i>	[di'si:t]
<i>carefully</i>	['keəfʊli]	<i>on horseback</i>	[on 'ho:sbak]
<i>useless</i>	['ju:slis]		

GRAMMATICAL EXPLANATIONS

"*Reported Speech*" (continuación):

Oraciones interrogativas.—Cuando se trata de *oraciones interrogativas* hay que distinguir dos casos:

1) Que la oración la inicie un pronombre interrogativo o un adverbio de interrogación.

2) Que no vaya encabezada por un pronombre interrogativo o adverbio de interrogación.

En el caso 1) dicho pronombre o adverbio, precedidos de *to ask*, hacen de unión entre la oración principal y la subordinada. *No hay inversión*, conservando los distintos elementos de la oración el mismo orden que tenían en la subordinada simple.

Direct Speech

Peter said to Henry, "Why do you buy it?"

Mary said to Helen, "What are you doing?"

James said to Paul, "Whom have you seen?"

Reported Speech

Peter *asked* Henry why he bought it.

Mary *asked* Helen what she was doing.

James *asked* Paul whom he had seen.

En el caso 2), cuando la oración interrogativa *no* la inicia un adverbio o pronombre interrogativo, *if* o *whether*, precedidos del verbo *to ask* igualmente, hace de unión entre la oración principal y la subordinada. *Tampoco hay inversión*.

Direct Speech

Peter asked Henry, "Do you like tea?"

Mary asked Helen, "Are you writing now?"

James asked Paul, "Have you been to Panama?"

Ruth asked Jean, "Did he see us?"

Reported Speech

Peter *asked* Henry *if* he liked tea.

Mary *asked* Helen *if* she was writing then.

James *asked* Paul *if* he had been to Panama.

Ruth *asked* Jean *if* he had seen them.

EXERCISES

A) *Put the infinitive in brackets into the correct form:*

1. (Fly) is an exciting thing for me.
2. What he likes is (tell) funny stories.
3. Will you let me (ride) on your horse?
4. Jack enjoys (ride) on Mr. Poser's horse.
5. It is no use (give) him money as he wastes it.
6. I would rather (take) this one.
7. He was not used to (do) those things.
8. He prefers (see) a play to (read) it.
9. This is an excellent wood for (make) chairs.
10. Henry spent four hours (solve) the problem.

B) *Translate these sentences into English:*

1. Jane es muy aficionada al baile.
2. No vale la pena intentarlo otra vez.
3. El acabó de escribir la carta hace una hora.
4. No te dejó entrar en mi jardín.
5. A él le gusta ayudarme cuando viene.
6. De nada sirvió enviar el telegrama.
7. El siempre evita encontrarse con Mary.
8. No me dejaron traer a mi hermano.
9. Ella odia tener que visitar a esa gente.
10. El estuvo a punto de perder la mano.

C) *Put the following into the third person singular, present tense:*

1. I do my work carefully.
2. The fishermen catch fish.
3. You have a new bicycle.
4. The teacher taught us English.
5. She walked to the station to catch the train.
6. They combed and brushed their hair.
7. He fell down and hurt his leg.
8. I say good morning to my parents and I begin my breakfast.
9. I sit and talk to my friends.
10. I go to school on my bicycle.

D) *Put in the missing prepositions:*

1. Will you pass ... the post office?
2. My brother is interested ... stamps.
3. The policeman took the lady ... the arm.
4. We should not spend our money ... useless things.
5. A wise man is careful ... his money.
6. Divide the apple ... three parts.
7. Examination papers are usually written ... ink.
8. He is angry ... you.
9. I prefer honesty ... deceit.
10. Travelling ... ship or ... train is far more comfortable than travelling ... horseback or ... a bicycle.

D I C T A T I O N

English is a spoken language. It is a live language, not dead like Latin. We may even say that there are two languages in English, spoken and written. Though written English is very important, as can be seen by the thousands of books, papers, and letters that are written in it every day all the world over, spoken English is even more important nowadays with the television, the radio, the cinema, the millions of people travelling from one country to another and the meetings and talks between many countries.

P R O N U N C I A T I O N E X E R C I S E

If you write write "write", you write "write" right; but if you write "write" "right", you write "write" wrong.

LESSON FOURTEEN

The teacher told the students to put their books there. ↘

Going to the Theatre



Hugh: What do you say if we went to the theatre tonight? There is a different play on at the Tivoli, and I think you would like it.

Jane: What is it?

Hugh: It is a modern English play. The paper says that it is very well presented and very well acted. The principal characters are very well represented and the supporting cast is good.

Jane: Does it say anything about the decor?

Hugh: The paper says that the decor is first class and that the lighting and the effects are also good. I think you would enjoy it.

Jane: Yes, it would be a change. Then I could wear my new cocktail dress that I haven't yet worn. Why don't you go and get the tickets?

Hugh: Well, I have booked them already. I was certain you would like to see it, so I asked the hotel receptionist to get them for me.

Jane: What did you get?

Hugh: Stalls, of course!

Jane: Oh, Hugh, you are a dear!

Answer the following questions:

1. What did Hugh suggest they should do?
2. What was on at the Tivoli?
3. What did he think about the play?
4. What kind of play was it?
5. How did the paper say it was presented?
6. What did the paper say the principal characters were like?
7. Have you ever acted in a play?
8. Do you like going to the theatre?
9. What did the paper say about the decor?
10. Is the lighting important in a play?
11. What did Jane think about the idea?
12. What could she wear?
13. What did she suggest Hugh should do?
14. What had Hugh already done?
15. What kind of seats had Hugh booked?

NEW WORDS

<i>to present</i>	[pri'zent]	<i>decor</i>	[ˈdeko:(r)]
<i>principal</i>	[ˈprinsɪpəl]	<i>lighting</i>	[ˈlaɪtɪŋ]
<i>character</i>	[ˈkærəktə(r)]	<i>effects</i>	[iˈfekts]
<i>to represent</i>	[reprɪ'zent]	<i>to book</i>	[buk]
<i>supporting cast</i>	[sə'po:tɪŋ 'ka:st]	<i>stall</i>	[sto:l]
<i>cast</i>	[ka:st]		

GRAMMATICAL EXPLANATIONS

"Reported Speech" (continuación):

Oraciones de imperativo.—Cuando se trata de oraciones de imperativo positivo, el verbo de la oración en *Reported Speech* toma "to", y un verbo tal como *tell, order, command, ask*, etc., precede a la oración subordinada.

Observe el alumno que ésta es la forma de expresar el subjuntivo español en inglés detrás de los verbos que, como los indicados, denotan orden, ruego, mandato o deseo.

Direct Speech

Peter said to Paul, "Put my books there"

Henry said to the children, "Keep quiet"

Helen said to the waiter, "Please bring me another cake"

Reported Speech

Peter *told* Paul (him) *to put* his books there.

Henry *told* the children (them) *to keep* quiet.

Helen *asked* the waiter *to bring* her another cake.

Cuando se trata de oraciones de *imperativo negativo* se coloca *not* delante del infinitivo con "to" del verbo de la oración en *Reported Speech*, y se procede como en el caso anterior.

Direct Speech

Henry said to Peter, "Do not write with my pen"

Paul said to me, "Do not smoke now"

Mary said to James, "Do not speak to me"

Reported Speech

Henry *told* Peter *not to write* with his pen.

Paul *told* me *not to smoke* then.

Mary *told* James *not to speak* to her.

EXERCISES

A) *Write these sentences in "Reported Speech":*

1. He said, "I am spending my holidays here".
2. Mary said, "I have seen your sister Ann".

3. Henry said, "I lost my watch yesterday".
4. Mary said to the man, "Show us another kind of cloth".

5. She said, "I have never heard of such a thing".
6. Tom said to Peter, "Would you do it?".
7. He asked my father, "What colour is your new car?".
8. He asked, "Where does she live?".
9. Peter said to Henry, "I have never crossed this river".
10. He asked, "Is she Henry's mother?"
11. She asked, "Why did you ring me up so early?".
12. He asked me, "Does Peter smoke in the house?".
13. He said, "Do not open the window".
14. Mary said to Helen, "I may not go to your party".

B) *Write these sentences in "Direct Speech":*

1. He said that he would help me.
2. He said that he did not like my drawing.
3. Mary said that she could translate French.
4. He said that he had been studying the whole day.
5. She said that it was too late then.
6. She asked me if I had ever studied German.
7. She told us not to call her brother.
8. She asked me why I had not come back before.
9. She told us not to go back home so soon.
10. She said that it was a pleasure for her to see us.
11. He asked me how many times I had tried it.
12. He says that travelling is his greatest pleasure.
13. The teacher told us not to copy.
14. Tom asked what the price of the book was.

C) *Write these sentences in "Reported Speech":*

1. Helen asked Mary, "How much did you pay for it?".
2. Mother said to James, "Be careful when crossing the road".
3. Peter asked Henry, "Can you play the piano?".
4. Tom said, "How foolish I was!".
5. Paul asked Tim, "Whom do you know here?".
6. Jim said to Paul, "Please pass me the sugar".
7. Mary said to Tim, "How could you believe that?".
8. Peter asked me, "Why do you not go back home?".
9. Henry said, "What a pretty girl!".
10. Peter asked Tom, "Who wrote on my books?".

D) *Make questions for the following answers:*

- | | |
|--|---|
| 1. Yes, it is hot. | 6. The river Seine doesn't go through London. |
| 2. There are twenty to a pound. | 7. Yes, they liked Washington. |
| 3. The parks in Washington are beautiful. | 8. 16th Street is the widest and most beautiful of the streets in Washington. |
| 4. No, Ramón and Antonio didn't go to Chicago. | 9. The President lives in the White House. |
| 5. The river Potomac goes through Washington. | 10. No, Washington is newer than London. |

PRONUNCIATION EXERCISE

I say that that "that" that that man pronounced, wasn't that "that" that he ought to.

LESSON FIFTEEN

Doesn't he speak French too? \

At the Theatre



Jane and Hugh have gone to the theatre. It is now the interval, after the first act. The safety curtain has come down and many people in the audience are getting up to stretch their legs, have a smoke or a drink. No smoking is allowed in the theatre, and people who want to smoke must go out to the foyer. Young girls in uniform come into the theatre carrying trays with ice-creams, chocolates and soft drinks. The theatre is packed because the play is very good. The play has three acts and two intervals, and after the first act the audience clapped so much that the whole cast and then the principal actors had to take several curtain calls. At the end of the play, the director and stage-manager will also have to come out on the stage to take curtain calls. The play will be over after midnight.

Answer the following questions:

1. Where have Jane and Hugh gone?
2. What time of the day do you think it is?
3. In what part of the play are they now?
4. What has come down?
5. Why has the safety curtain come down?
6. What are many people in the audience doing?
7. What isn't allowed in the theatre?
8. What must people do if they want to smoke?
9. What were the young girls in uniform carrying?
10. Why was the theatre packed?
11. How many acts did the play have?
12. What happened after the first act?
13. What did the whole cast and the principal actors have to do?
14. What will the director and the stage-manager have to do?
15. When would the play be over?

NEW WORDS

<i>safety curtain</i>	[ˈseɪftɪ ˈkæ:tən]	<i>to clap</i>	[klap]
<i>audience</i>	[ˈɔ:diəns]	<i>curtain calls</i>	[ˈkæ:tən ˈko:lz]
<i>to stretch</i>	[stretʃ]	<i>director</i>	[diˈrektə(r)]
<i>foyer</i>	[ˈfɔiə(r)]	<i>stage-manager</i>	[ˈsteɪdʒ ˈmanɪdʒə(r)]
<i>tray</i>	[treɪ]	<i>stage</i>	[steɪdʒ]
<i>packed</i>	[pakt]	<i>midnight</i>	[ˈmɪdnait]

GRAMMATICAL EXPLANATIONS

El orden básico de las palabras en la oración inglesa.—El orden básico de las palabras en la oración inglesa es el siguiente:

<i>Sujeto</i>	<i>Verbo</i>	<i>Objeto Directo</i>	<i>Objeto Indirecto</i>	<i>Agente</i>
John	gave	a book	to Peter	
John	brought	a book	for Peter	
A story	was told		to John	by Peter

Pero este orden se altera en las preguntas y negativas.

Afirmativa:

Mr. Brown reads the newspaper in his garden every day.

Your brother sent roses to my friend Ann.

Mary is wearing a pretty dress today.

Interrogativa:

<i>Auxiliar</i>	<i>Sujeto</i>	<i>Verbo</i>	<i>Complementos</i>
Does	Mr. Brown	read	the newspaper in his garden every day?
Did	your brother	send	roses to my friend Ann.
Is	Mary	wearing	a pretty dress today?

Negativa:

<i>Sujeto</i>	<i>Auxiliar</i>	<i>Negación</i>	<i>Verbo</i>	<i>Complementos</i>
Mr. Brown	does	not	read	the newspaper in his garden every day.
Your brother	did	not	send	roses to my friend Ann.
Mary	is	not	wearing	a pretty dress today.

Obsérvese con detenimiento el orden de los distintos elementos de la oración inglesa en la forma *interrogativa-negativa* en las siguientes oraciones:

	<i>Verbo</i>	<i>Sujeto</i>	<i>Negación</i>	
1)	Are	they	not	your friends?
	Must	Peter	not	do it?

	<i>Auxiliar</i>	<i>Sujeto</i>	<i>Negación</i>		
2)	Does	he	not	speak	French too?
	Did	Mary	not	go	there?
	Has	this boy	not	been	here before?

Al usar contracciones el orden en 1) de: *verbo, sujeto, negación* que siguen los verbos *to have* y *to be*, más los *defectivos*, se altera; colocándose *not* inmediatamente *detrás del verbo*. Así:

Aren't they your friends?
Mustn't Peter do it?

El orden en 2) es: *auxiliar, sujeto, negación, verbo principal*, que se altera, igualmente, al usar contracciones, colocándose *not* inmediatamente detrás del *verbo auxiliar*. Se trata en este caso de tiempos simples de verbos no defectivos y de tiempos compuestos. Ambos llevan un auxiliar.

Así:

Doesn't he speak French too?
Didn't this boy go there?
Hasn't Mary been here before?

A Joke

"Why did you buy that car?"

"The salesman said it was the last word and my wife insisted on having it."

EXERCISES

A) Use "*interesting*" or "*interested*" in these sentences:

- | | |
|---|--|
| 1. I am ... in English. | 4. She is a most ... lady. |
| 2. Was the film ... last night? | 5. Are you ... in sports? |
| 3. The book is ... from beginning to end. | 6. Stamps are ... only to those who are ... in them. |

B) Put the verbs in brackets into the tenses required:

1. I thought that he (can) run much faster.
2. The boy said that he (begin) his work tomorrow.
3. He says he (understand) French very well.
4. The teacher said, "London (be) the largest city in the world."
5. The teacher said that London (be) the capital of England.
6. I was sure that he (will) succeed.
7. I asked him if he (want) anything.

8. They say that he (will) pass the examination.
9. She told me that she (feel) very tired.
10. The boy worked hard so that he (may) not fail in the examination.

C) *Complete the following, using a verb in the required tense:*

- | | |
|-------------------------------------|----------------------------------|
| 1. George told me that he ... | 6. The boys said that ... |
| 2. I asked him whether he ... | 7. I knew that he ... |
| 3. Hugh said that he ... | 8. I asked him to wait until ... |
| 4. Our teacher taught us that ... | 9. I thought that he ... |
| 5. He gave me a promise that he ... | 10. He did not come when ... |

D) *Fill the blanks with one of the adjectives in the brackets:*

1. He sat down and said nothing ... (farther, further).
2. Is that the ... edition of The Times (last, latest)?
3. Wash your hands if they are not ... (clean, clear).
4. A prize was given to ... one of the two best pupils (each, every).
5. He knows ... words that his brother (less, fewer).
6. I was ... when I heard of his father's death (angry, sorry).
7. John is ... than his cousin (higher, taller).
8. Tom is three years old; he is too ... to go to school (small, young).
9. George is my ... brother (older, elder).
10. My brother George is ... than I am (older, elder).

PRONUNCIATION EXERCISE

Diptongos

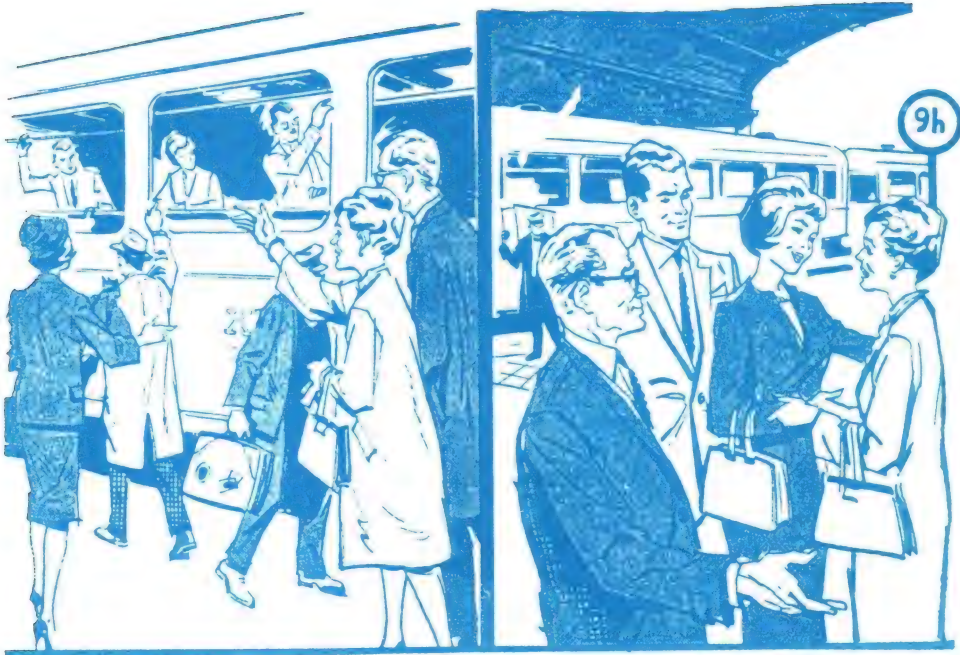
Frases para practicar:

- (ai) *Bye - bye, Mike.*
I'll try to find mine.
I'm quite right, Mike.
My wife's quite right.

LESSON SIXTEEN

I shouldn't do it if I were you. \

Arriving Home



After a fortnight at the hotel, Hugh and Jane returned to their home town. They were met at the station by their families and friends.

Mrs. Wilson: That's Jane at the window. Isn't she looking well.

Harry Wilson: Yes, and Hugh's standing behind her.

The train stops and the Carters get out of the train, Jane kisses her parents while Hugh shakes hands with them.

Mrs. Wilson: You're looking ever so well, my dear. Did you have a good time?

Jane: It was lovely. The weather was grand. It didn't rain a drop.

Mr. Wilson: It's nice to see you both.

Hugh: And it's nice to be back. We're going to have a party soon to meet all our friends.

Jane: Let's all go to a restaurant.

Mrs. Wilson: Haven't you had anything to eat yet?

Jane: No, we haven't. We didn't feel hungry.

Mrs. Wilson: They must come home and have a meal with us, musn't they?

Mr. Wilson: Of course. Let's all get into the car and go home at once.

Answer the following questions on the Reading Passage:

1. How long were Hugh and Jane at the hotel?
2. What did they do after their stay there?
3. How did they go to their home town?
4. Who were they met by?
5. Where was Jane standing?
6. Who saw her first?
7. Who was standing behind her?
8. Who did Jane kiss?
9. What did Hugh do?
10. What did Jane say the weather was like?
11. Did it rain a lot?
12. Who said it was nice to see them back?
13. What were the Carters going to have soon?
14. Where did Jane want to go?
15. Where did they go for their meal?

NEW WORDS

to shake hands ['feik 'handz]
grand [grand]
to feel hungry ['fi:l 'hʌŋɡri]
leap year ['li:p 'jiə(r)]

to be back ['bi: 'bak]
excepting [ik'septɪŋ]
agreeable [ə'ɡriəbl]

GRAMMATICAL EXPLANATIONS

Las formas abreviadas de los verbos auxiliares y defectivos.—Las formas abreviadas (o contracciones) de estos verbos se usan en la conversación y frecuentemente en los discursos públicos y cartas personales. También son empleadas por los autores al reproducir la conversación de los personajes en las novelas, historietas, cartas y obras de teatro. Y mientras por una parte parece afectado y raro usar la forma completa en la conversación, es de muy mal gusto hacer uso de las formas abreviadas en las cartas serias, o en otra literatura tal como: ensayos, editoriales, trabajos científicos, etc., que se escriben siempre en estilo formal.

Las formas abreviadas de estos verbos son:

<i>Affirmative</i>	<i>Negative</i>		<i>Interrogative-Negative</i>
<i>I AM</i>	<i>I AM NOT</i>		<i>AM I NOT?</i>
<i>I'm</i>	<i>I'm not</i>	<i>I'm not</i>	<i>Aren't I?</i>
<i>You're</i>	<i>You're not</i>	<i>You aren't</i>	<i>Aren't you?</i>
<i>He's</i>	<i>He's not</i>	<i>He isn't</i>	<i>Isn't he?</i>
<i>She's</i>	<i>She's not</i>	<i>She isn't</i>	<i>Isn't she?</i>
<i>It's</i>	<i>It's not</i>	<i>It isn't</i>	<i>Isn't it?</i>
<i>There's</i>	<i>There's not</i>	<i>There isn't</i>	<i>Isn't there?</i>
<i>We're</i>	<i>We're not</i>	<i>We aren't</i>	<i>Aren't we?</i>
<i>They're</i>	<i>They're not</i>	<i>They aren't</i>	<i>Aren't they?</i>
 <i>I HAVE</i>	 <i>I HAVE NOT</i>		 <i>HAVE I NOT?</i>
<i>I've</i>	<i>I've not</i>	<i>I haven't</i>	<i>Haven't I?</i>
<i>You've</i>	<i>You've not</i>	<i>You haven't</i>	<i>Haven't you?</i>
<i>He's</i>	<i>He's not</i>	<i>He hasn't</i>	<i>Hasn't he?</i>
 <i>I WOULD</i>	 <i>I WOULD NOT</i>		 <i>WOULD I NOT?</i>
<i>I'd</i>	<i>I'd not</i>	<i>I wouldn't</i>	<i>Wouldn't I?</i>
<i>You'd</i>	<i>You'd not</i>	<i>You wouldn't</i>	<i>Wouldn't you?</i>
<i>He'd</i>	<i>He'd not</i>	<i>He wouldn't</i>	<i>Wouldn't he?</i>

I HAD

I HAD NOT

HAD I NOT?

I'd

I'd not

I hadn't

Hadn't I?

You'd

You'd not

You hadn't

Hadn't you?

He'd

He'd not

He hadn't

Hadn't he?

I WILL/SHALL

I WILL NOT

WILL I NOT?

I'll

I'll not

I won't/shan't

Won't I?

You'll

You'll not

You won't

Won't you?

He'll

He'll not

He won't

Won't he?

Los siguientes verbos no tienen forma positiva abreviada y tienen solamente una forma para la negativa.

Affirmative

Negative

Interrogative-Negative

I was

I wasn't

Wasn't I?

I do

I don't

Don't I?

I did

I didn't

Didn't I?

I might

I mightn't

Mightn't I?

I ought

I oughtn't

Oughtn't I?

I may

I mayn't

Mayn't I?

I dare

I daren't

Daren't I?

I can

I can't

Can't I?

I should

I shouldn't

Shouldn't I?

I could

I couldn't

Couldn't I?

I must

I mustn't

Mustn't I?

I need

I needn't

Needn't I?

I shall

I shan't

Shan't I?

You were

You weren't

Weren't you?

He does

He doesn't

Doesn't he?

NOTA.—Las formas positivas abreviadas de los verbos *to be* y *to have* no pueden estar solas sin un complemento, ya que llevan énfasis en el discurso:

Are you Mexican?

Yes, I am.

Yes, I'm Mexican.

Have you a car?

Yes, I have.

Yes, I've a car.

R h y m e

Thirty days has September,
April, June, and November,
February has twenty-eight alone;
All the rest have thirty-one,
Excepting leap-year that's the time
When February's days are twenty-nine.

E X E R C I S E S

A) *Put the infinitive in brackets into the correct form:*

- | | |
|--|---|
| 1. He spends a lot of time (try) to teach me French. | 6. Peter helped this woman (cross) the street. |
| 2. You must have the money before (buy) a thing. | 7. Don't forget (post) this letter for me, please. |
| 3. I heard Margaret (play) the guitar. | 8. There is nothing more agreeable than (go) on foot. |
| 4. He had better (go) and tell your father. | 9. The wind stopped (blow) in the great trees. |
| 5. She is going (make) you (wait) a long time. | 10. He did it without (tell) anybody. |

B) *Rewrite these sentences in the "Present Perfect":*

Ex.: My little brother *has been able to* do that

- | | |
|--|--|
| 1. My little brother can do that. | 5. May he write with this pen? |
| 2. We must take this train. | 6. You cannot lift this big stone. |
| 3. The boy could not climb the mountain. | 7. Can you paint the fence with this small tin of paint? |
| 4. Henry and David must learn their lessons. | 8. Mary may play after her lesson. (permission) |

C) *Write these sentences in "Reported Speech":*

1. She asked, "Has he ever been here before?"
2. Henry asked Mrs. Green, "May I have another orange?"
3. He asked, "Are there many rabbits in those fields?"
4. Mary asked me, "Have you passed your examinations?"
5. Peter said, "I went fishing yesterday".
6. My mother said to Tom, "Do your homework first".
7. Henry said to me, "Let me help you".
8. She said, "Don't give this to the boy".
9. Henry asked, "Can you see well from there?"
10. Peter asked Tom, "How many rabbits did you shoot?"
11. Paul said to Mary, "I could not speak to your sister".
12. Henry said to me, "Stay here, the film will not last long".
13. He said, "Will you come back and have lunch with us?"
14. Tim asked, "Is your brother studying now?"

D) *Write these sentences in Direct Speech:*

1. Helen asked me if I had been able to do it.
2. She asked where we had gone.
3. Mary asked me how old my sister was.
4. He asked how high the building was.
5. Mary said that she had never seen a bullfight.
6. He told us that he had met my cousin in London.
7. She asked me where we were living now.
8. Mr. Poser said that he had to give me the money back.
9. The poor woman asked if we could help her.
10. The policeman ordered us to stop.

PRONUNCIATION EXERCISE

Modelos rítmicos:

Modelo núm. 1 (—) única sílaba, único acento.

Come, go, close, yes, two, well, three, work, no, don't, stop, now, speak, please, read.

LESSON SEVENTEEN

He is a good boy, isn't he? \

Buying Presents



Jane has been shopping and she has bought some presents for her family and Hugh's mother.

Jane: Look, Hugh, at this lovely scarf I have bought for your mother. Do you think she will like it?

Hugh: I'm sure she will. What is it made of?

Jane: It looks like silk, doesn't it?

Hugh: Yes, it does, but is it?

Jane: No, it isn't. It is made by the women in a little village near here and I've bought another for my mother. She has always wanted one, and I saw them in a little shop that has just been opened.

- Hugh:* They were expensive, weren't they?
- Jane:* No, they weren't. They were quite cheap, considering that they are hand-made. I prefer hand-made things to manufactured goods, don't you?
- Hugh:* Well, in some cases I do, but I prefer a motor-car to be properly manufactured and not hand-made.
- Jane:* But we won't have a car for a long time.
- Hugh:* I know that. Not if you go on spending money as you do.

Answer the following questions:

1. Where had Jane been?
2. What had she bought?
3. What had she bought for Hugh's mother?
4. What did Hugh ask about the scarf?
5. What did Jane say it looked like?
6. Where was it made?
7. What had Jane also bought for her mother?
8. Where did she see them?
9. Were they expensive or cheap?
10. Are hand-made goods cheap?
11. What kind of goods does Jane prefer?
12. Which do you prefer, hand-made goods or manufactured ones?
13. What did Hugh say about a motor-car?
14. When would they be able to have a car?
15. Why was that?

NEW WORDS

<i>scarf</i>	[ska:f]	<i>cradle</i>	['kreidl]
<i>silk</i>	[silk]	<i>to rock</i>	[rok]
<i>hand-made</i>	['hand'meid]	<i>to bend</i>	[bend]
<i>manufactured</i>	[manju'faktʃəd]	<i>goods</i>	[gudz]
<i>Hush-a-Bye</i>	['hʌʃə 'bai]		

GRAMMATICAL EXPLANATIONS

La aplicación de las contracciones en las expresiones ¿no?, ¿verdad?, ¿no es verdad?—Es muy común en conversación hacer un aserto o afirmación y seguidamente solicitar del que nos escucha que lo confirme. Esto se hace en inglés por medio de una *Question Phrase* o *Question Tag*.

La regla que rige esto es como sigue:

Oración afirmativa — Frase interrogativa-negativa
Oración negativa — Frase interrogativa-afirmativa

NOTAS.—1) Si el verbo de la oración es *to have*, *to be* (como verbos principales o formando tiempos compuestos) o un *defectivo*, la *question phrase* o “frase pregunta” usa el mismo verbo.

2) Si el verbo de la oración es cualquier otro, la *question phrase* o “frase pregunta” usa *do*, *does*, *did*.—Se emplea *do*, *does* si el verbo de la oración está en presente.—Se usa *did*, con todas las personas, si el verbo de la oración está en pasado.

<i>Oración afirmativa</i>	<i>¿Verdad?</i>	<i>Oración negativa</i>	<i>¿Verdad?</i>
He is a good boy,	isn't he?	He is not a good boy,	is he?
They have two houses,	haven't they?	They have not two houses,	have they?
Mary can play the piano,	can't she?	Mary cannot play the piano,	can she?
There are four books here,	aren't there?	There are not four books here,	are there?
It is raining hard,	isn't it?	It is not raining hard,	is it?
You will buy the car,	won't you?	You will not buy the car,	will you?
Henry has been here,	hasn't he?	Henry has not been here,	has he?
He plays football,	doesn't he?	He does not play football,	does he?
You speak English well,	don't you?	You do not speak English well,	do you?
Those men saw it,	didn't they?	Those men did not see it,	did they?

NOTA.—Habría observado el alumno que cuando el sujeto de la oración está representado por una o más palabras y *no* por un pronombre, en la “*question phrase*” hay que sustituir esas palabras por *su pronombre* correspondiente.

R h y m e

Hus-a-Bye, baby, on the tree top;
When the wind blows, the cradle will rock;
When the bough bends, the cradle will fall;
Down will come baby, bough, cradle, and all.

E X E R C I S E S

A) *Correct the word order in the following sentences:*

1. He reached in the afternoon very pleased home.
2. Those girls spoke then very well English.
3. This is the house in which lives my cousin.
4. In the forest lived many big monkeys.
5. You will see on the way it to the field.
6. Please give now to Helen them.
7. This picture by a great painter painted was.
8. He promised in the future to do all that they asked.
9. He sent to Mrs. Brown them yesterday by plane.
10. This book all over the world is read by many people.

B) *Write the necessary "question tags" to the following sentences:*

1. You see it from here.
2. I told you I wanted to buy the car.
3. That wasn't right.
4. We should like to live in this house.
5. Lima is a beautiful city.
6. That will be pleasanter for you.
7. We shall know it some day.
8. They can do it much better.
9. Margaret didn't pass her examination.
10. This boy lost it.

C) *Translate these sentences into English:*

1. Tú no lo hiciste, ¿verdad?
2. Estaba cerrado, ¿no?
3. El había estudiado contigo, ¿no?
4. Ellos no podrían ayudarnos, ¿verdad?

- | | |
|--|-------------------------------------|
| 5. A él no le gustan las matemáticas, ¿verdad? | 8. El niño ha estado llorando, ¿no? |
| 6. Harold compró la casa, ¿verdad? | 9. Viajar es agradable, ¿verdad? |
| 7. Estas flores necesitan mucha agua, ¿verdad? | 10. Tú te escribes con ella, ¿no? |

D) *Ask and answer the following questions:*

1. On what day of the week is football played in your country?
2. Where are films shown?
3. What do you do when you are hungry?
4. At what time do you get up in the morning?
5. When do you go swimming?
6. How often do you go to the pictures?
7. When do you watch TV?
8. How did Jane and Hugh arrive home?
9. At what time do you go to bed?
10. Where are plays acted?

PRONUNCIATION EXERCISE

Diptongos

Frases para practicar:

- (əu) *Joe, go slowly home.*
No, Joan, don't go home.
Joan told Joe it's cold in the Pole.

LESSON EIGHTEEN

Neither **you** nor **I** can **do** it. \

Home-coming



Jane: I'm quite hungry now.

Hugh: And so am I.

Harry: I could eat a horse.

Hugh: And so could I.

Mr. Wilson: Would you like a drink, Jane?

Jane: I wouldn't mind a small glass of sherry.

Mrs. Wilson: And you, Hugh, what would you like? You can either have beer or sherry.

Harry: I know Hugh would like a glass of beer, and so would I.
Jane: Let us help you, Mummy.
Mrs. Wilson: No, neither of you must do anything. You must both sit down and rest.
Mr. Wilson: What are you going to give them to eat?
Mrs. Wilson: I have two pounds of pork sausages. I know Jane likes them.
Jane: And so does Hugh.
Harry: And so do I.
Jane: What's the latest news, Daddy?
Mr. Wilson: Really there's not much news.
Jane: Daddy, you are awful. I'll have to go into the kitchen and ask Mummy.
Mr. Wilson: All right, dear.

Answer the following questions on the Reading Passage:

1. Why was Jane hungry?
2. Who had also had nothing to eat?
3. Was Harry very hungry?
4. Who offered them a drink?
5. What did Jane choose?
6. Do you like sherry?
7. Where does sherry come from?
8. Did Hugh have sherry?
9. What did Jane want to do?
10. Who is cooking the meal?
11. What is she going to give them?
12. Who likes pork sausages?
13. What did Jane want to know?
14. Why did Jane have to go to the kitchen?
15. Do you like sausages?

NEW WORDS

<i>neither</i>	[ˈnaiðə(r)/ˈni:ðə(r)]	<i>slim</i>	[slɪm]
<i>sherry</i>	[ˈʃeri]	<i>peck</i>	[pek]
<i>pork</i>	[pɔ:k]	<i>pickled</i>	[ˈpɪkld]
<i>sausages</i>	[ˈsɔsɪdʒɪz]	<i>pepper</i>	[ˈpepə(r)]
<i>awful</i>	[ˈɔ:ful]		

GRAMMATICAL EXPLANATIONS

El uso de "either" y "neither".—Estas palabras son muy importantes en inglés y pueden desempeñar funciones de *conjunciones*, *pronombres*, *adjetivos* y *adverbios*.

Either significa *any one of two* = cualquiera de los dos, uno u otro, ambos.

Neither significa *not either* = ninguno de los dos, ninguno.

Recuerde que:

not any = *no*

not either = *neither*

Como conjunciones coordinadas:

Either you or your brothers are lying = *O tú o tus hermanos mentís.*

Neither you nor I know the truth = *Ni tú ni yo sabemos la verdad.*

Como pronombres:

Either of them would have been all right for me. = *Cualquiera de los dos hubiera estado bien para mí.*

Neither of them was green = *Ninguno de ellos era verde.*

Como adjetivos:

In *either* case, somebody suffers = *En ambos casos alguien sufre.*

Neither book is well written = *Ningún libro está bien escrito.*

Como adverbio, either y neither significan tampoco:

My brother does not know her *either* }
Neither/nor does my brother know her } *Mi hermano tampoco la conoce.*

I could not translate it *either* }
Neither/nor could I translate it } *Yo tampoco pude traducirlo.*

EXERCISES

A) *Translate these sentences into English:*

1. Está lloviendo, ¿no?
2. El los escondió, ¿verdad?
3. Debería dárselos ahora, ¿verdad?
4. Ellos no han llegado todavía, ¿verdad?
5. No debemos hacer ruido, ¿verdad?
6. El no quiso dártelo, ¿verdad?
7. Te gustaría venir con nosotros, ¿verdad?
8. Ellos se van a la cama pronto, ¿verdad?
9. Ella no vive en la ciudad, ¿verdad?
10. Tu hermano no puede entenderlo, ¿verdad?

B) *Write the necessary "question tags" to the following sentences:*

1. You have been there twice.
2. There were a lot of people there.
3. It is raining now.
4. This girl sings prettily.
5. Henry could get there in time.
6. He is doing his homework now.
7. You don't think so.
8. Peter is a little late.
9. They agreed with me.
10. You will help me.

C) *Rewrite these sentences as in the example:*

Ex.: Neither my father nor my mother is old.

My father is not old.—Neither/nor is my mother.

1. Neither Henry nor Peter studies hard.
2. Neither they nor we went to Quito.
3. Neither Mary nor I was tired.
4. Neither you nor they have visited Rome.
5. Neither your car nor mine is good.
6. Neither Peter nor Henry can swim.
7. Neither Mary nor Helen spoke the truth.
8. Neither she nor my brother could help him.

D) *Rewrite these sentences as in the example:*

Ex.: This is not good, but it is not bad.
This is neither good nor bad.

- | | |
|--|--|
| 1. Peter is not tall, but he is not short. | 4. The car is not cheap, but it is not dear. |
| 2. Our house is not big, but it is not small. | 5. Mary is not pretty, but she is not ugly. |
| 3. This lesson is not easy, but it is not difficult. | 6. Ruth is not slim, but she is not fat. |

PRONUNCIATION EXERCISE

Práctica del sonido [p]:

Peter Piper picked a peck of pickled pepper.

If Peter Piper picked a peck of pickled pepper,

Where's the peck of pickled pepper Peter Piper picked?

LESSON NINETEEN

Margaret can speak French, and so can I. \

Arranging the Furniture



Hugh and Jane had been very busy since their return from their honey-moon. Their house was ready when they returned but they had a lot to do arranging the furniture, changing things round to see if they looked better, unpacking their cases, hanging up pictures and in general, making things comfortable. Now they are very busy writing out cards of thanks to all the people who sent them wedding presents.

Jane: You have to go to the stationer's and buy some more cards and envelopes.

Hugh: Yes, and I also want to buy ordinary writing-paper as we have run out of all we had. Do you need anything else?

- Jane:* Another bottle of ink and some glue. You can also get some cello-tape and some ball-point pens.
- Hugh:* As a stationer's is next to the Post Office, I can post the cards we have already written.
- Jane:* You will have to buy a lot of stamps. This pile of cards is local. Ask what stamps you must put on. This other pile is for out of town and they will probably have different stamps.
- Hugh:* I'll give them to the Post Office assistant so that she can stamp them before I post them.
- Jane:* Be sure you post them in the right box.

Answer the following questions:

1. What have Hugh and Jane been doing since their return?
2. How was their house when they returned?
3. What have they been doing with the furniture?
4. What have they been doing with their wedding presents?
5. What have they been doing with the pictures?
6. What are they busy doing now?
7. Where has Hugh got to go?
8. Why has he got to go to the stationer's?
9. What does Hugh want to buy?
10. What else does Jane want Hugh to buy?
11. Where is the stationer's?
12. What can Hugh do at the Post Office?
13. What will he have to buy?
14. What was the first pile of cards for?
15. What will he do with the second pile of cards?

NEW WORDS

<i>card</i>	[ka:d]	<i>else</i>	[els]
<i>stationer's</i>	['steɪʃənəz]	<i>glue</i>	[glu:]
<i>envelope</i>	['envələʊp]	<i>cello-tape</i>	['tʃeləuteɪp]
<i>ordinary</i>	['ɔ:dinəri]	<i>pile</i>	[pail]
<i>writing-paper</i>	['raɪtɪŋ'peɪpə(r)]	<i>local</i>	['ləʊkəl]
<i>to run out of</i>	['rʌn 'aʊt əv]	<i>probably</i>	['prɒbəbli]

<i>to stamp</i>	[stamp]	<i>to be fond of</i>	['bi: 'fond əv]
<i>to determine</i>	[di'tə:mi:n]	<i>proud</i>	[praud]
<i>aneroid</i>	['anəroid]	<i>ashamed</i>	[ə'feimd]
<i>barometre</i>	[bə'romitə(r)]	<i>accustomed</i>	[ə'kʌstəmd]
<i>ingenuity</i>	[indʒi'njuiti]	<i>to complain</i>	[kəm'plein]
<i>to lower</i>	['ləuə(r)]	<i>wages</i>	['weidʒiz]
<i>string</i>	[strɪŋ]		

GRAMMATICAL EXPLANATIONS

"Either" y "neither", "too", "so", en las expresiones "yo también, tú también"..., "yo tampoco, tú tampoco"... La traducción de *yo también, tú también*, etc., exige que la oración sea afirmativa, y depende del verbo y del tiempo que se use.

Si el verbo de la oración es *to be*, *to have* o *un defectivo*, la respuesta exige el mismo verbo precedido éste de "so".—Si el verbo de la oración es cualquier otro verbo, entonces se usa *do*, *does*, *did* en la contestación, precedidos estos auxiliares de "so" igualmente. Usamos *do*, *does* para el presente y *did* para el pasado.

He is an engineer,	and so am I	and I am too.	= y yo también.
They have passed their examination,	and so have I	and I have too.	= y yo también.
Margaret can speak French,	and so can I	and I can too.	= y yo también.
Ernest will buy the car,	and so will James	and James will too.	= y Jaime también.
He goes to the pictures,	and so do I	and I do too.	= y yo también.
You travel by plane,	and so does Henry	and Henry does too.	= y Enrique también.
They travelled in Germany,	and so did my father	and my father did too	= y mi padre también.

La traducción de *yo tampoco, tú tampoco*, etc., exige que la oración sea negativa, y depende del verbo y del tiempo que se use.

Si el verbo de la oración es *to have, to be* o *un defectivo*, la respuesta exige el mismo verbo precedido de *neither* o *nor*.—Si el verbo empleado en la oración es cualquier otro verbo, entonces, se usa *do, does, did* en la contestación, precedidos estos auxiliares de *neither* o *nor*.—Como en el caso anterior, usamos *do, does*, para el presente y *did* para el pasado.

He is not an en- gineer,	<i>neither/nor</i> am I	= I am <i>not either</i>	= yo tampoco.
They have not passed their examination,	<i>neither/nor</i> have I	= I have <i>not either</i>	= yo tampoco.
Margaret cannot speak French,	<i>neither/nor</i> can I	= I can <i>not either</i>	= yo tampoco.
Ernest will not buy a car,	<i>neither/nor</i> will James	= James will <i>not</i> <i>either</i>	= Jaime tampoco
He does not go to the pictures,	<i>neither/nor</i> do I	= I do <i>not either</i>	= yo tampoco.
You do not travel by plane,	<i>neither/nor</i> does Henry	= Henry does <i>not</i> <i>either</i>	= Enrique tam- poco.
They did not travel in Germany.	<i>neither/nor</i> did my father.	= My father did <i>not</i> <i>either</i> .	= Mi padre tam- poco.

NOTA.—*Also* y *too* se usan en oraciones positivas, pero no se emplean en oraciones negativas en las que se usan *either* y *neither*, según se ha visto en los ejemplos anteriores.

Either ... or se usan en oraciones afirmativas, en la 2.^a parte de las negativas, y en las interrogativas.

Neither ... nor se usan en las oraciones negativas con el verbo en forma positiva.

A Joke

"What steps", an exam questions read, "would you take in determining the height of a skyscraper, using an aneroid barometer?"

One student, short on knowledge, but with plenty of ingenuity, replied, "I would lower the barometer on a string and measure the string".

EXERCISES

A) Rewrite these sentences as in the example:

Ex.: They do not speak French. (I, he, Peter, etc.)

a) *Neither/nor does he.*—b) *He does not either.*

- | | |
|---|---|
| 1. I have never been there. (Peter) | 12. She did not get any prize. (we) |
| 2. This boy does not play foot-
ball. (I) | 13. Paul cannot dance. (I) |
| 3. I don't think it is expensive.
(she) | 14. She has never flown. (my
brother) |
| 4. We shall not do it. (Henry) | 15. They could not get there in time.
(we) |
| 5. I did not eat anything. (they) | 16. Helen does not like tea. (my
sister) |
| 6. Henry is not working now. (we) | 17. Peter did not do his homework.
(I) |
| 7. I did not go to see that film.
(we) | 18. He did not make any mistakes.
(Peter) |
| 8. He was not studying. (Mary) | 19. She did not break the glass. (I) |
| 9. My brother cannot ride a horse.
(I) | 20. Mr. Brown does not walk fast.
(Henry) |
| 10. They did not take the train to
come here. (we) | |
| 11. This boy does not study hard.
(we) | |

B) Rewrite these sentences as in the example:

Ex.: Peter knows England. (I, he, Peter, etc.)

a) *So do I.*—b) *I do too.*

- | | |
|--|---|
| 1. They went fishing yesterday. (we) | 6. I am very fond of hunting. (we) |
| 2. I should like to go there. (he) | 7. We shall travel by plane. (I) |
| 3. He did all his homework. (I) | 8. I left my book on this desk. (we) |
| 4. Your brother must come. (Henry) | 9. She has been ill for two days. (Helen) |
| 5. This boy can swim very well. (Mary) | 10. The windows were open. (the door). |

C) *Translate these sentences into English:*

- | | |
|--|---|
| 1. Tampoco yo puedo conseguirlo. | 6. Su deseo era ser pintor o artista. |
| 2. Ni él ni ella te vieron. | 7. Esa no fue su opinión ni tampoco la mía. |
| 3. El sabe tocar la guitarra y yo también. | 8. Esto no importa tampoco. |
| 4. Ninguno de ellos era lo bastante popular. | 9. Tú deberías comprarlo y yo también. |
| 5. El vendrá a despedirte y yo también. | 10. Esto no es coñac ni vino. |

D) *Fill the blanks with suitable prepositions:*

- | | |
|--|---|
| 1. I was not pleased ... him. | 7. She is very different ... her sister. |
| 2. Cats are afraid ... dogs. | 8. Are you satisfied ... your bicycle? |
| 3. Look ... this new book. | 9. I am not accustomed ... life in a hotel. |
| 4. We are proud ... our country. | 10. Many people complain ... their low wages. |
| 5. He feels ashamed ... his low marks. | |
| 6. We arrived ... the station late. | |

PRONUNCIATION EXERCISE

Modelos rítmicos.

Modelo núm. 2 (— —) dos sílabras acentuadas.

Come here, what for?, say yes, not now, don't go, sit down, look out, that's true, no thanks, please come, read this, just now.

LESSON TWENTY

It is getting late. \

The New Home



Jane and Hugh are looking at the things they got as wedding presents and deciding where they are going to put them.

Jane: Have you that picture we got from Peter? Where can we put it?

Hugh: I haven't come across it yet. I must go through those things in the sitting-room. We can go into where we shall put it later.

Jane: It's getting cold now. Look, the electric heater has gone out!

Hugh: Well, put it on again.

- Jane:* Do you know we've got three different tea-sets?
Hugh: Well, we shan't have to get any tea-cups for a long time.
Jane: Don't think you're going to get rich that way.
Hugh: I don't think we'll ever get rich.
Jane: You are getting on quite well in your work.
Hugh: Not too badly. We shan't have to go without anything important.
Jane: Specially tea-cups!

Answer the following questions on the Reading Passage:

1. Where are the Carters now?
2. What are they doing?
3. What wedding present did they get from Peter?
4. Does Jane know where to put it?
5. Where are the wedding presents?
6. What do people get when they get married?
7. Do people usually get coffee-sets as wedding presents?
8. Why was it getting cold?
9. What did Hugh tell Jane to do?
10. How many tea-sets had the Carters got?
11. Did Hugh think he was going to get rich?
12. Would you like to be rich?
13. What would you buy if you were rich?
14. Do rich people have to go without anything?
15. How was Hugh getting on in his work?

NEW WORDS

<i>to come across</i>	[ˈkʌm əˈkros]	<i>that way</i>	[ˈðæt ˈwei]
<i>electric heater</i>	[iˈlektrik ˈhi:tə(r)]	<i>pianist</i>	[ˈpiənist]
<i>tea-set</i>	[ˈti:-set]	<i>chess</i>	[tʃes]
<i>tea-cup</i>	[ˈti:kʌp]		

GRAMMATICAL EXPLANATIONS

Verbos compuestos o "two-word verbs".—El significado de un verbo queda completamente cambiado o modificado por la adición de preposiciones o adverbios, éstos podrían ser llamados partículas adverbiales. A estos verbos se les llama generalmente "*compound verbs*", "*two word-verbs*" o "*phrasal verbs*"

He aquí una lista con un buen número de ellos:

GET GOT GOT = alcanzar, obtener, conseguir, lograr

Este verbo tiene multitud de acepciones:

- | | |
|----------------------------|---|
| 1. ^o Obtain. | I got the parcel that my mother sent two weeks ago. |
| 2. ^o Become. | When I reached home yesterday, it was <i>getting</i> dark. |
| 3. ^o Arrive. | When I <i>get</i> to New York, I will post a letter for you. |
| 4. ^o Buy. | Where did you <i>get</i> your suit, Harold? |
| 5. ^o Understand | I was listening to him, but I could not <i>get</i> a single word. |
| 6. ^o Receive. | The poor woman <i>got</i> the news at a very bad time. |

Modismos o "idioms" con "to get":

Get at (reach) = alcanzar, llegar hasta.

My mother hid the cake and I could not *get at* it.

Get up (rise from bed) = levantarse, ascender.

She *gets up* later in winter than in summer.

Get along (manage, advance) = componérselas, avanzar, progresar.

He is *getting along* wonderfully with his new business.

Get away (escape) = *huir, escapar.*

The thieves could not *get away* and the police caught them.

Get off (dismount from) = apearse, bajar de un vehículo.

Please tell me when I must *get off* as I don't know the stop.

Get hold of (grasp) = agarrarse, asirse.

He *got hold of* the branch and saved himself.

Get on (progress) = progresar, avanzar.

How are you *getting on* with your English?

Get over (recover from) = reponerse, restablecerse.

My father is *getting over* his illness now.

Get through (succeed in examination) = aprobar, pasar, cruzar.

Poor James could not *get through* his examination.

Denota movimientos físicos.

El verbo *get* puede significar además moverse en distintas direcciones y "llegar a":

up, in, on, away, over
-----, etc.
down, out, off, back, under

Please *get down* from the roof of the house.

Yes, they crossed the river and *got into* the forest.

Cuando el verbo *get* es modificado por un adjetivo o comparativo es muy fácil saber el significado del verbo a que da lugar, conociendo el significado del adjetivo.

Así, tenemos:

Get hot	= <i>become hot</i>	= calentarse
Get cold	= <i>become cold</i>	= enfriarse
Get married	= <i>to marry</i>	= casarse
Get hungry	= <i>become hungry</i>	= sentir hambre
Get tired	= <i>become tired</i>	= cansarse
Get sleepy	= <i>become sleepy</i>	= entrarle sueño a uno
Get late	= <i>become late</i>	= hacerse tarde
Get dark	= <i>become dark</i>	= oscurecer
Get drunk	= <i>become drunk</i>	= emborracharse
Get rich	= <i>become rich</i>	= hacerse rico
Get poor	= <i>become poor</i>	= empobrecerse
Get narrow	= <i>become narrow</i>	= estrecharse
Get strong	= <i>become strong</i>	= fortalecerse
Get ill	= <i>become ill</i>	= enfermarse
Get sick	= <i>become sick</i>	= marearse
Get hard	= <i>become hard</i>	= endurecerse
Get soft	= <i>become soft</i>	= ablandarse
Get angry	= <i>become angry</i>	= enojarse
Get better	= <i>become better</i>	= mejorar
Get worse	= <i>become worse</i>	= empeorar
Get old	= <i>become old</i>	= envejecer
Get dirty	= <i>become dirty</i>	= ensuciarse
Get fat	= <i>become fat</i>	= engordar
Get sad	= <i>become sad</i>	= ponerse triste

EXERCISES

A) Rewrite these sentences as in the example:

Ex.: Peter knows England. (I, he, Peter, etc.)

a) *So do I.*—b) *I do too.*

- | | |
|---|--|
| 1. He has studied hard. (I) | 6. You paid too much for it. (Henry) |
| 2. Henry got up very early. (Helen) | 7. I slept very little last night. (we) |
| 3. He thanked Mrs. Green. (I) | 8. He is a great pianist. (my friend) |
| 4. He rode on Mr. Poser's horse. (we) | 9. They want to visit Mexico. (I) |
| 5. Mr. Brown speaks five languages. (my father) | 10. This man has a lot of money. (Mr. Brown) |

B) Translate into English:

- | | |
|---|--|
| 1. Henry dejó de beber y Paul también. | 6. Yo tampoco oí nada acerca de él. |
| 2. No pude encontrar ni comida ni bebida. | 7. El también lo intentó dos veces. |
| 3. Tampoco su hermano fue peor que él. | 8. Yo tampoco lo recuerdo muy bien. |
| 4. Ni él ni ella sabían la verdad. | 9. Nosotros tampoco podremos ayudarte. |
| 5. A mí tampoco me gustó. | 10. A mí tampoco me queda dinero. |

C) Write the necessary "question tags" to the following sentences:

- | | |
|-------------------------------------|---|
| 1. We are not going to pay so much. | 10. Peter doesn't smoke. |
| 2. She made you laugh. | 11. Mary lives with her uncle and aunt. |
| 3. You need not do that. | 12. They go there every day. |
| 4. They will go with your brother. | 13. The door was shut. |
| 5. You don't like her. | 14. The children haven't come back. |
| 6. I had better go with you. | 15. We mustn't keep this money. |
| 7. Helen is ready. | 16. He had lunch with you yesterday. |
| 8. Peter ought to write the letter. | |
| 9. You love your mother. | |

- | | |
|---|---------------------------------------|
| 17. It doesn't rain in this country. | 19. These boys wouldn't have done it. |
| 18. You don't think I should deceive you. | 20. He was here yesterday. |

D) *Give short-form answers to the following questions:*

- | | |
|---|--|
| 1. Who must clean the blackboard? | 7. Which cost more, these or those? |
| 2. How many of you play football? | 8. How many of you ought to know the answer? |
| 3. How many of you can play chess? | 9. Who wrote Don Quijote? |
| 4. Who teaches you English? | 10. How many of you can speak English well? |
| 5. What fell off the table just now? | |
| 6. Which is better, this one or that one? | |

PRONUNCIATION EXERCISE

Diptongos.

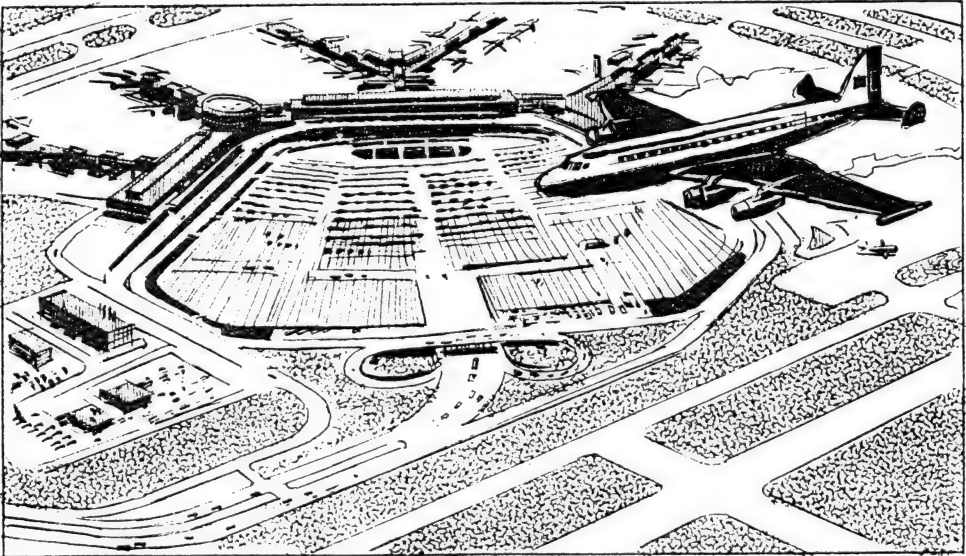
Frases para practicar:

- (ei) *Jane and Kate waited eight days for grace in Cambridge.
 Baby's name's Jane.
 Jane came late again.*

LESSON TWENTY-ONE

He is going back to London next week. \

Flying to The States



Antonio and Ramón are in the plane flying to Chicago, the second largest city in the United States of America, situated on the west shore of Lake Michigan. Chicago is a great manufacturing centre with large steel works, slaughter houses and great grain warehouses. The plane is now flying towards the huge O'Hare International Airport where hundreds of planes land and take off every day.

Ramón: You had better put your cigarette out. The landing signal has just come on.

Antonio: I see. That means we must also fasten our seat-belts.

Ramón: Look, there's the airport, just in front of us. Isn't it huge?

- Antonio:* Yes, it's bigger than the Kennedy Airport of New York, and the largest and busiest airport in the world.
- Ramón:* Look at all those airplanes! I've never seen so many jet-liners.
- Antonio:* Now, we're coming down, straight into the wind. The runway is right in front of us. Look at the ground coming up to meet us.
- Ramón:* We're landed. I could hardly feel the bump as the wheels touched the ground. It was a perfect landing.
- Antonio:* Now we're taxi-ing in to the main apron.
- Ramón:* Yes, and I can see the entrance passages leading to the main building where the health services, immigration control and customs are.

Answer the following questions:

1. Where are Antonio and Ramón?
2. Which is the largest city in the United States of America?
3. Where is Chicago situated?
4. What kind of a city is Chicago?
5. What is Chicago famous for?
6. Where is the plane flying to?
7. What is the O'Hare International Airport like?
8. What did Ramón tell Antonio to do?
9. What must they do with their seat-belts?
10. Which is larger, the O'Hare Airport or the Kennedy Airport of New York?
11. What had Ramón never seen before?
12. How was the plane coming down?
13. What happened when the wheels touched the ground?
14. What kind of a landing was it?
15. How did the plane go to the main apron?

NEW WORDS

<i>situated</i>	[ˈsitʃueɪtɪd]	<i>centre</i>	[ˈsentə(r)]
<i>shore</i>	[ʃoː(r)]	<i>steel works</i>	[ˈstiːl wəːks]
<i>lake</i>	[leɪk]	<i>slaughter house</i>	[ˈsloːtəhaus]
<i>manufacturing</i>	[mənjuˈfæktʃəriŋ]	<i>grain</i>	[greɪn]

<i>warehouse</i>	[ˈwɛəhaʊs]	<i>to taxi</i>	[ˈtaksi]
<i>huge</i>	[hjuːdʒ]	<i>apron</i>	[ˈeɪprən]
<i>had better</i>	[ˈhəd ˈbetə(r)]	<i>health</i>	[helθ]
<i>landing signal</i>	[ˈlændɪŋˈsɪgnəl]	<i>immigration</i>	[ɪnmɪˈɡreɪʃən]
<i>to fasten</i>	[ˈfɑːsən]	<i>control</i>	[kənˈtrəʊl]
<i>seat-belt</i>	[ˈsiːtˈbɛlt]	<i>customs</i>	[ˈkʌstəmz]
<i>jet-liner</i>	[ˈdʒetˈlaɪnə(r)]	<i>project</i>	[ˈprɒdʒekt]
<i>runway</i>	[ˈrʌnweɪ]	<i>officer</i>	[ˈɒfɪsə(r)]
<i>hardly</i>	[ˈhɑːdli]	<i>luggage</i>	[ˈlʌɡɪdʒ]
<i>bump</i>	[bʌmp]	<i>burglar</i>	[ˈbɜːɡlə(r)]
<i>landing</i>	[ˈlændɪŋ]	<i>chapel</i>	[ˈtʃæpəl]

GRAMMATICAL EXPLANATIONS

“*Phrasal verbs*” (continuación):

GROW GREW GROWN = crecer, cultivar

Grow up (become adult) = hacerse adulto.

When I *grow up* I shall travel round the world.

NOTA.—Para los verbos *grow* y *become* ver el libro 4.º de esta obra, donde se tratan con más amplitud.

GO WENT GONE = ir, irse

Go away (leave) = marchar, irse.

He doesn't know which day he is *going away*.

Go along with (go with) = ir, acompañar.

Can I *go along with* you, Harold?

Go after (follow) = seguir, ir detrás.

Who is *going after* me into the doctor's surgery?

- Go against* (oppose) = oponerse, ir contra.
 You should not *go against* your father's wishes.
- Go ahead* (proceed) = proseguir, continuar.
Go ahead with your speech, we are listening.
- Go on* (continue) = continuar.
 You can enter now, the film is still *going on*.
- Go off* (set out) = partir, irse.
 I'm *going off* to Australia in the Autumn.
- Go over* (examine) = examinar, inspeccionar.
 May I *go over* your work, Henry?
- Go back* (return) = regresar, volver.
 My friend James is *going back* to Paris next week.
- Go by* (pass) = pasar.
 He *went by* my house twice yesterday.
- Go up* (rise, ascend) = subir, ascender.
 We will not have to wait this time, the lift is *going up*.
- Go down* (descend) = bajar, descender.
 Please *go down* to the garden and bring my hat back to me.
- Go in, into* (enter, get in) = entrar.
 I am *going into* the theatre now, so don't wait.
- Go into* (consider, examine) = examinar, considerar.
 Let us *go into* your problems later, John, not now.
- Go out* (stop burning) = apagarse, dejar de arder.
 The lights *went out* just as we entered the house.

Go through (examine) = examinar, ver.

You are not allowed to *go through* my examination papers.

Go without (lack) = carecer, pasarse sin.

I am sorry you will have to *go without* a new suit next year.

BREAK BROKE BROKEN = romper, romperse

Break out (begin) = comenzar, empezar.

When my friend was living in England the war *broke out*.

Break up (destroy) = destruir, destrozar.

He was always happy until bad company *broke up* his life.

Break down (disperse, smash by force) = esparcir, hacer astillas o pedazos.

If they don't open the door, we shall have to *break it down* to get into the house.

Break off (cease) = cortar.

The conference, being unable to agree, *broke off* negotiations.

Break into (thrust oneself into) = introducirse o penetrar por la fuerza, forzar.

The door was locked, so we had to *break into* the house to save the baby.

EXERCISES

A) *Put the following verbs in either the Present habitual or Present Continuous:*

- | | |
|--------------------|--|
| 1. to rain | I cannot go out because it ... now. |
| 2. to say | Can you hear what I ...? |
| 3. to run, to move | He ... to catch the train, because it ... now. |
| 4. to have | I always ... breakfast at eight o'clock. |

- | | |
|---------------------|--------------------------------------|
| 5. to sleep | She ... eight hours a day. |
| 6. to drink | She ... tea every day for breakfast. |
| 7. to talk | Who ... in class now? |
| 8. to see | I ... him when I come to class. |
| 9. to read, to read | Now she ... the paper she always ... |
| 10. to come | Look, she ... out of the house. |

B) Put the following sentences into:

- a) The negative.
- b) The interrogative.
- c) The interrogative-negative.

1. He sent it back to me.
2. They visited the town in the morning, and played cards in the afternoon.
3. Mr. Lodge lived in London when he was a young man.
4. We wanted to go to the theatre.
5. The two students shared the same book.
6. We expected you at 5 o'clock, and we waited for you until half-past.
7. We hoped to have some news of your mother.
8. Peter asked Stephen if he had any money.
9. The boys decided to go home.
10. They talk and smoke after tea.
11. My family lives in a small country town.
12. Mary visits her grandmother.
13. The maid serves the tea in the garden.

C) Use "to" or "at" in these sentences:

- | | |
|--------------------------------------|---|
| 1. He goes ... market every morning. | 7. The tourist stayed ... the Grand Hotel. |
| 2. He stood ... the window. | 8. After his illness, he returned ... his work. |
| 3. The boy is ... school. | 9. I saw him ... the theatre. |
| 4. I met him ... the station. | 10. Please wait for me ... the door. |
| 5. I am going ... a party tonight. | |
| 6. I enjoyed myself ... the party. | |

D) Put in the missing prepositions or adverbs:

- | | |
|-------------------------------------|---|
| 1. She grew ... and became a woman. | 3. The dog went ... the man. |
| 2. We must go ... that problem. | 4. The government went ... with its projects. |

- | | |
|---|--|
| 5. The customs officer went ... my luggage. | 8. The burglars broke ... the house. |
| 6. War broke ... in 1939. | 9. If you haven't any money you will have to go ... smoking. |
| 7. At what time are you going ... the cinema? | 10. The teacher wants to go ... your work. |

D I C T A T I O N

They spent an interesting day looking at the buildings in Cambridge. The weather was wonderful and they had a very good time. They enjoyed seeing the old colleges and chapels. For lunch they bought some sandwiches and soft drinks and had lunch sitting on the grass.

P R O N U N C I A T I O N E X E R C I S E

Modelos rítmicos.

Modelo núm. 3 (— •) Dos sílabas; la primera acentuada, la segunda sin acentuar.

stop it, write them, ask her, eat it, buy it, answer, hurry, sorry, do it, rather, thank you, listen, yes, sir.

LESSON TWENTY-TWO

Will you **put on** your new suit? \

Chicago Airport



Ramón and Antonio have unfastened their seat-belts and stood up. The airhostess has swung open the main door and the mechanics have wheeled the large steps for the passengers to get off. The pilot has switched off the engines and is busy checking the instrument panel and filling in his flight report. The passengers have taken down their hand-luggage and personal belongings and are leaving the airplane, saying good-bye to the airhostess who is standing at the exit wishing them a good journey.

The passengers get into the tunnel which leads to the main building where moving staircases take them up to the vast waiting-hall. There they check their luggage and get their tickets for the bus that will take them to town.

Antonio and Ramón ask for the hotel reservation desk, as they hadn't booked

a hotel room. They have some difficulty in getting a room, in spite of the many hotels in Chicago, but at last they managed to get a double room. Then they hurry to the bus that is going to take them to the air terminal.

Answer the following questions:

1. What have Ramón and Antonio done?
2. What has the airhostess done?
3. What have the mechanics done?
4. What has the pilot done?
5. What is the pilot doing?
6. What is the pilot filling in?
7. What have the passengers taken down?
8. Who are they saying good-bye to?
9. What is the airhostess wishing them?
10. Where does the bus take them to?
11. What takes the passengers up to the waiting hall?
12. What do the passengers do there?
13. What do Antonio and Ramón do?
14. What hadn't they booked?
15. What did they manage to get at last?

NEW WORDS

<i>to unfasten</i>	[ʌn'fɑ:sən]	<i>instrument panel</i>	['instrumənt 'panəl]
<i>airhostess</i>	['eə'həustis]	<i>flight report</i>	['flait ri'pɔ:t]
<i>to swing open</i>	['swɪŋ 'əʊpən]	<i>belongings</i>	[bi'lɒŋɪnz]
<i>swung</i>	[swʌŋ]	<i>exit</i>	['eksɪt]
<i>mechanic</i>	[mə'kanɪk]	<i>staircase</i>	['steəkeɪs]
<i>to wheel</i>	[wi:l]	<i>vast</i>	[va:st]
<i>steps</i>	[steps]	<i>waiting-hall</i>	['weɪtɪŋho:l]
<i>passenger</i>	['pasɪndʒə(r)]	<i>reservation</i>	[rezə'veɪʃən]
<i>to switch off</i>	['swɪtʃ 'ɒf]	<i>in spite of</i>	[ɪn 'spait əv]
<i>engine</i>	['endʒɪn]	<i>double</i>	['dʌbl]
<i>to check</i>	[tʃek]	<i>lightning</i>	['laɪtnɪŋ]

GRAMMATICAL EXPLANATIONS

"*Phrasal verbs*" (continuación):

COME CAME COME = venir, llegar

Come across, upon (find casually, meet
by chance) = encontrarse con, tropezar con.

Often you *come across* things you do not expect.

Come of (result from) = venir a parar, resultar.

He was always inventing things, but I don't know if anything *came of* it.

Come on (hurry up) = darse prisa.

Come on, Peter, you always keep me waiting.

Come true (really take place) = realizarse de verdad, suceder en efecto.

I hope that all your dreams *come true*.

SET SET SET = poner, colocar

Set free (release, liberate) = libertar, soltar.

They hope that someone will *set* them *free*.

Set { *Off*
 { *Out* (start, begin journey) = partir, comenzar un viaje.
 { *Forth*

He does not want to *set out* till next week.

Set fire to (light) = prender, encender.

Then, the robbers *set fire to* the house and ran away.

PUT PUT PUT = poner

Put on (wear) = llevar puesto, usar, encender.

Will you *put on* your new dress?

She *put on* the heater.

Put away (clear away) = apartarse, retirar.

I want to *put away* all these things as I don't need them now.

Put by (save) = ahorrar.

She is trying to *put by* fifty dollars a month.

Put down (write) = escribir, tomar notas.

Please *put down* the main points.

Put off (postpone) = posponer, retrasar.

I'm sorry to have *put off* the party until tomorrow.

Put up (lodge) = alojar, acomodar.

My aunt wrote saying she cannot *put* me *up* for the holidays.

Put up with (endure) = soportar, aguantar.

I cannot *put up with* his strange behaviour any longer.

Put out (extinguish) = apagar, extinguir.

He *put out* the lamp because I wanted to sleep.

Put right (set right) = arreglar, ordenar.

The machine did not work properly and I had to *put it right*.

E X E R C I S E S

A) *Finish these sentences with either ... or constructions as in the example:*

This is either a mouse or a rat.

- | | |
|--------------------------------|-----------------------------------|
| 1. Your brother is | 5. He will have to study |
| 2. I'm going to visit | 6. This drink is |
| 3. These books are | 7. You can have |
| 4. You can drink | 8. That man is |

B) *Put in either, or; neither, nor:*

- | | |
|---|---|
| 1. In this city there are museums theatres. | 5. Please hand me a pen a pencil. |
| 2. She is old young. | 6. A baby can speak walk. |
| 3. You can make the trip by ship by plane. | 7. You can have beer sherry. |
| 4. This workman cannot read write. | 8. It is mine yours. |

C) *Agree with these sentences as in the example:*

John is an engineer. (Jim)

John is an engineer, (and) so is Jim.

- | | |
|---|--|
| 1. The door is shut. (the window) | 10. We ought to go home. (they) |
| 2. Mrs. Wilson was talking. (Jane) | 11. Tom works very hard. (Hugh) |
| 3. Harry wanted beer. (Hugh) | 12. He has written a book. (my friend) |
| 4. He is learning English very quickly. (I) | 13. He will have to see a doctor. (his wife) |
| 5. Bill can speak German. (Tom) | 14. The teacher was very angry. (my mother) |
| 6. It is late. I must go. (we) | 15. It is very hot today. (yesterday) |
| 7. They will go there tomorrow. (I) | |
| 8. He has a lovely car. (Tom) | |
| 9. She swims very well. (Linda) | |

D) *Agree with these negative sentences as in the example:*

Peter isn't an engineer. (Bill)

a) *Peter isn't an engineer, (and) neither is Bill.*

b) *Peter isn't an engineer, (and) nor is Bill.*

- | | |
|--|--|
| 1. He can't speak English well.
(she) | 7. She doesn't like tea. (he) |
| 2. The radio isn't on. (TV set) | 8. He didn't like dogs. (Hugh) |
| 3. It won't rain this afternoon.
(tonight) | 9. She can't dance twist. (Mary) |
| 4. He hasn't done his exercises.
(Tom) | 10. English grammar isn't very difficult.
(Spanish grammar) |
| 5. I haven't time to do it. (you) | 11. She mustn't come home late.
(Maggy) |
| 6. They don't have lunch before
one o'clock. (we) | 12. I wouldn't like to do that. (Bill) |
| | 13. She wasn't in the kitchen. (Nan) |
| | 14. I don't speak German well.
(Linda) |

E) *Complete these phrasal verbs:*

- | | |
|--|---|
| 1. My car didn't work well but the
mechanic put it ... | 7. Put the chocolates where the
children can get them. |
| 2. Lightning set ... to the house. | 8. Ask the conductor where you
must get |
| 3. You go first. I'll go you. | 9. They set for the beach at
ten o'clock in the morning. |
| 4. He went to New York. | 10. How are you getting with
your studies? |
| 5. The teacher went with the
student's exercises. | 11. The police are him. |
| 6. She wants to get married when
she grows | 12. She put the TV set. |

PRONUNCIATION EXERCISE

Diptongos.

Frases para practicar:

- (iə) *Here is my idea. I think it's clear.*
We're near the New Year.
Look here, dear. Drink your beer.

LESSON TWENTY-THREE

I'm looking forward to my holidays next summer. ↘

Morning Coffee



It is eleven o'clock in the morning and Jane is going out to have a cup of coffee with Mary, an old school friend. She got into the car and drove to the centre of the town. She was held up by the traffic lights and arrived just in time. She parked the car and went into the café where Mary was waiting for her.

Mary: Hullo, Jane. It is nice to see you!

Jane: I've been looking forward to this moment. I promised to be here at a quarter past eleven and I have kept my word.

- Mary:* Are you happy?
- Jane:* Very. But I'm rather tired. Some friends held a party last night and they kept on singing until almost three o'clock in the morning.
- Mary:* You must take care of yourself now, that you have turned into a married woman. How is Hugh getting on?
- Jane:* He is getting on very well. He is going to run a department and will have to carry out some important reforms.
- Mary:* But Hugh is used to responsibility.
- Jane:* Yes. Don't make fun of me, but we have made up our minds to buy a new car as soon as we can.
- Mary:* If you do, you'll have to take care of it better. Remember, you mustn't run into anybody.
- Jane:* I don't think there's much danger of that.

Answer the following questions on the Reading Passage:

1. What is Jane going to do?
2. What time is it?
3. Who is she going to have coffee with?
4. Who is Mary?
5. How did she get to the centre of the town?
6. What held her up?
7. What did she do with the car?
8. Who had been looking forward to the meeting?
9. What had happened the previous night?
10. Is Jane happy?
11. Why is Jane tired?
12. Who was getting on well?
13. What new work is Hugh going to do?
14. What had the Carters made up their minds to buy?
15. What did Mary say to that?

NEW WORDS

<i>to look forward to</i>	[ˈlʊk ˈfo:wəd tə]	<i>hasty</i>	[ˈheisti]
<i>to be held up</i>	[ˈbi: ˈheld ˈʌp]	<i>to develop</i>	[diˈveləp]
<i>traffic lights</i>	[ˈtrafik ˈlaits]	<i>increase</i>	[inˈkri:s]

<i>to keep one's word</i>	['ki:p 'wʌnz 'wə:d]	<i>to approve of</i>	[ə'pru:v əv]
<i>to hold a party</i>	['həʊld ə 'pa:ti]	<i>to beware</i>	[bi'weə(r)]
<i>to turn into</i>	['tə:n 'intu]	<i>application</i>	[apli'keiʃən]
<i>to run</i>	[rʌn]	<i>stupidity</i>	[stju'piditi]
<i>department</i>	[di'pa:tment]	<i>player</i>	['pleiə(r)]
<i>reform</i>	[ri'fɔ:m]	<i>miracle</i>	['mirəkl]
<i>responsibility</i>	[risponsə'biliti]	<i>crime</i>	[kraim]
<i>to make fun of</i>	['meik 'fʌn əv]	<i>childhood</i>	['tʃaɪldhʊd]
<i>to make up one's mind</i>	['meik 'ʌp 'wʌnz 'maɪnd]	<i>diamond</i>	['daɪəmənd]
<i>to run into</i>	['rʌn 'intu]	<i>heater</i>	['hi:tə(r)]
<i>exemption</i>	[ik'sepʃən]	<i>to recognize</i>	['rekəɡnaɪz]

GRAMMATICAL EXPLANATIONS

"Phrasal verbs" (continuación):

LOOK LOOKED LOOKED = mirar, parecer

Look into (examine) = examinar, inspeccionar.

The police *looked into* the affair carefully.

Look over (glance at) = echar una ojeada, ver por encima.

The actor *looked over* the script before he accepted the part.

Look forward (contemplate something
in the future with pleasure) = anhelar.

I am *looking forward* to my holidays next summer.

Look out (watch for, take care) = tener cuidado.

He said, "*Look out*", and then a tile fell down from the roof.

KEEP KEPT KEPT = guardar, retener, conservar.

Keep on (persist in) = continuar, persistir.

The boy *kept on* pulling the dog's ears and finally the dog bit him.

Keep order (maintain order) = mantener el orden.

The young sergeant was unable to *keep order* among the soldiers.

Keep the laws (observe the laws) = observar la ley.

Everybody should *keep the laws* in any country.

Keep one's word (carry out one's promise) = cumplir la palabra.

Though I *kept my word*, he did not keep his.

HOLD HELD HELD = sostener, asir, celebrar

Hold on (continue grasping on something) = agarrarse, asirse a.

He had to *hold on* to the window bars until the firemen came.

Hold up (stop) = detener, hacer parar.

On their way home, my friends were *held up* by the traffic.

Hold a meeting (celebrate a meeting) = celebrar una reunión.

They are going to *hold a meeting* to discuss every proposal.

Hold a party (celebrate a party) = dar una fiesta.

Yes, they *held a party* last night but we were not invited.

DRIVE DROVE DRIVEN = conducir, impeler

Drive out (compel by force to go out) = echar por la fuerza, expulsar.

If they don't leave the room, we shall have to *drive them out*.

Drive back (compel by force to go back) = hacer retroceder, rechazar.

The police *drove us back* and we could not see the president.

Drive into (take into) = llevar, conducir.

Why don't you *drive your car into* the garage?

TAKE TOOK TAKEN = tomar, llevar

Take after (resemble) = parecerse a, salir a.

This boy *takes after* his father very much.

Take care (be careful) = tener cuidado.

Take care of your little brother and don't run.

Take in (deceive, understand) = engañar, comprender.

It is true, we were completely *taken in* by Tom's story.

The teacher explained the lesson but we could not *take it in*.

Take notice of (pay attention) = prestar atención, hacer caso.

He did not want to *take notice of* what I said.

Take hold of (seize, grasp) = agarrarse a, coger.

This path is uneven, so *take hold of* my arm and then you won't fall.

Take away (clear away, remove) = apartar, quitar.

It was necessary to *take away* everything before we could start work.

Take off (rise from the ground) = elevarse, despegar un avión.

At what time does this plane *take off*?

Take place (happen) = suceder.

The story *took place* in Arabia centuries ago.

Take up (occupy) = ocupar.

These trunks *take up* a lot of room.

Medicine is going to *take up* the rest of his life.

Take down (write) = escribir, tomar apuntes.

Take down this letter for me, please.

Take over (accept responsibility) = responsabilizarse.

My friend, who is an engineer, *took over* the construction of the new building.

A Joke

Two men met at a party. "Well, if it isn't George Jones", said one, "You've changed a lot in the past twenty years. You've gained weight and lost hair ... but I would recognize you anywhere."

"I'm sorry", said the other man, "but my name isn't George Jones".

"What ... you've changed your name, too, have you?".

EXERCISES

A) *Make 10 correct sentences by numbering the sections in Column two which correspond to those in Column one:*

Column 1

1. You can ask for exemption
2. I will fill
3. How long has he been absent
4. He's a bit hasty
5. I'll look
6. He's developed
7. There has been a great increase
8. Some people believe
9. How can you approve
10. Beware

Column 2

in the application.
of such stupidity?
into the matter.
of the dog.
into a very good player.
from the examination.
in miracles.
from his post?
in making up his mind.
in crime.

B) *Put in the missing adjectives, adverbs, prepositions or adverbial particles:*

- | | |
|---|----------------------------------|
| 1. If you drink all that whisky you will get —. | 3. The bus goes — the Cathedral. |
| 2. The policeman went — the thief. | 4. Hurry up: it is getting —. |

- | | |
|--|---|
| 5. He went —— the room and closed the door. | 8. I always put —— —— the Hilton Hotel when I go to London. |
| 6. His aunt looked —— him. | 9. He got —— the bus at the corner. |
| 7. When the sun goes down it gets —— quickly in the Tropics. | 10. Go —— to the street and get me a packet of cigarettes. |

C) *Use "in" or "at" in these sentences:*

1. There are high buildings ... Caracas.
2. I live ... a small town.
3. I spent my childhood ... Spain.
4. My friend was born ... Venezuela.
5. He studied ... Cambridge.
6. He lives ... Acapulco ... Mexico.
7. I passed my holidays ... the seaside.
8. He lives ... London.
9. Diamonds are found ... Kimberley ... South Africa.
10. He lives ... Manchester.

D) *Supply "shall" or "will" in the following:*

1. Tomorrow ... be Monday.
2. All right, I ... come.
3. You ... not leave this room until you finish your work.
4. You ... find your books on the table.
5. ... I bring my dog with me?
6. He ... go to school this year.
7. No! I ... never do that.
8. I ... write a letter tomorrow.
9. If you pay me ten dollars, you ... have the book.
10. I ... be very glad to meet your friend.

E) *Complete these phrasal verbs:*

1. I had to help her as she couldn't get ... the horse.
2. How is your sister? Is she getting ... her illness?
3. I've just got a letter ... Antonio.
4. The heater has gone

5. Shall I put the heater ... again?
6. We had to go ... cigarettes during the war.
7. They always get ... at the same time in the morning.
8. Can you get ... the wall?
9. When they got there they got ... of the car.
10. She was afraid when she got ... the bed.

PRONUNCIATION EXERCISE

Modelos rítmicos.

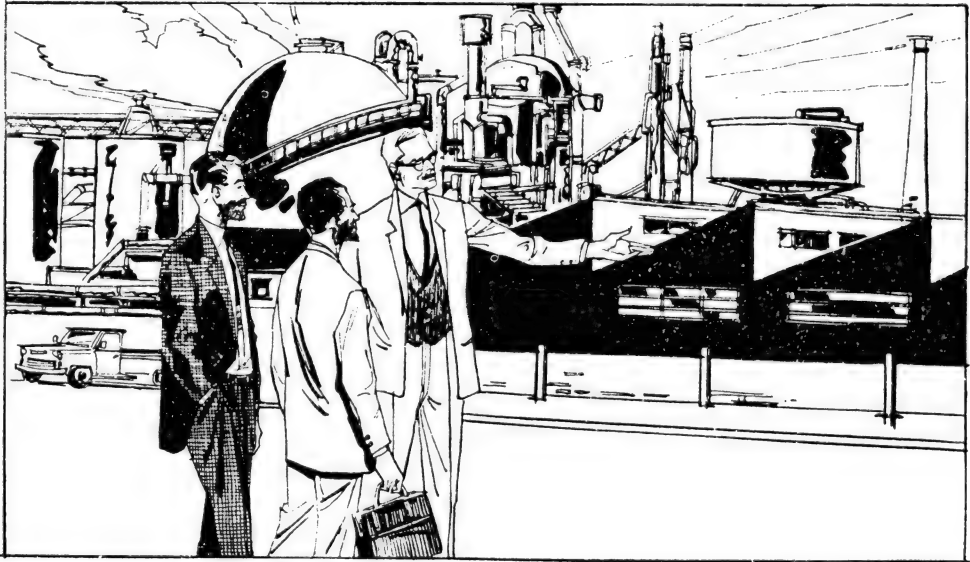
Modelo núm. 4 (• —) Dos sílabas; la primera sin acentuar; la segunda, acentuada.

Of *course*, I *do*, I *can't*, he *goes*, a *hat*, my *book*, her *car*, a *man*, the *boy*, this *chair*, they *must*, a *house*, I *know*, I *see*.

LESSON TWENTY-FOUR

Make up your mind. \

A Business Visit



Antonio and Ramón have gone to Chicago on a business trip. They are interested in seeing vegetable-oil refining plants because they want to set up a large oil refinery in Venezuela. They have been told that the best vegetable oil refining equipment was manufactured in North America and they were going to visit the plant. One of the managers of the Company, Mr. Jack Serrell, had called on them the previous night and had promised to pick them up to take them to see one of the refining plants his company had put up. He is now with them in the plant.

Mr. Serrell: The plant that I'm taking you to see refines 150 tons of crude vegetable oil a day.

Antonio: What kinds of oil does it handle?

- Mr. Serrell:* It handles every kind of vegetable oil including olive oil, ground-seed oil, coco-nut oil and soya-seed oil.
- Ramón:* How long does it take to switch from one kind to the other?
- Mr. Serrell:* With efficient workmen the plant has only to be stopped for one hour to clean the centrifuges, pipes and tanks.
- Antonio:* That means quite a loss of time.
- Mr. Serrell:* Not really. The ideal thing is to have sufficient quantities of oil to be able to work five or six days a week, twenty-four hours a day. In that way you can keep the machinery working all the time.
- Ramón:* That means you have three shifts working eight hours a day.
- Mr. Serrell:* Of course. But the plant is completely automatic and once it has been started up it requires only the attention of one mechanic and a chemist who is also an engineer to analyse the refined oil and to adjust the machinery.
- Antonio:* This sounds very interesting.

Answer the following questions:

1. Why have Antonio and Ramón gone to Chicago?
2. What are they interested in seeing?
3. What do they want to set up in Venezuela?
4. Where was the best vegetable oil refining equipment manufactured?
5. Who was Mr. Jack Serrell?
6. What had he promised to do?
7. How much oil does the plant refine a day?
8. What kinds of oil does it refine?
9. How long does it take to switch from one kind to the other?
10. What has to be cleaned?
11. Does that mean quite a loss of time?
12. What is the ideal thing to have?
13. How many hours a day does the plant work?
14. How many shifts a day must the plant have?
15. How many people are needed to run the plant?

NEW WORDS

<i>refining-plant</i>	[ri'fainɪŋ pla:nt]	<i>efficient</i>	[i'fiʃənt]
<i>to set up</i>	['set 'ʌp]	<i>centrifuge</i>	[sen'trifʃʊɡ]
<i>refinery</i>	[ri'fainəri]	<i>tank</i>	[tæŋk]
<i>equipment</i>	[i'kwɪpmənt]	<i>loss</i>	[lɒs]
<i>plant</i>	[pla:nt]	<i>sufficient</i>	[sə'fiʃənt]
<i>previous</i>	['pri:vjəs]	<i>quantity</i>	['kwɒntəti]
<i>to refine</i>	[ri'fain]	<i>machinery</i>	[mə'ʃi:nəri]
<i>ton</i>	[tʌn]	<i>shift</i>	[ʃɪft]
<i>crude</i>	[kru:d]	<i>automatic</i>	[ɔ:tə'matɪk]
<i>to handle</i>	['hændl]	<i>to require</i>	[ri'kwaɪə(r)]
<i>olive</i>	['ɒlɪv]	<i>attention</i>	[ə'tenʃən]
<i>ground-seed oil</i>	['graʊnsi:d 'ɔɪl]	<i>chemist</i>	['kemɪst]
<i>coco-nut oil</i>	['kəʊkənʌt 'ɔɪl]	<i>to analyse</i>	['anəlaɪz]
<i>soya-seed oil</i>	['soɪəsi:d 'ɔɪl]	<i>to adjust</i>	[ə'dʒʌst]
<i>to switch</i>	[swɪtʃ]	<i>frequently</i>	['fri:kwəntli]

GRAMMATICAL EXPLANATIONS

"Phrasal verbs" (continuación):

MAKE MADE MADE = hacer, fabricar

Make fun of (ridicule) = burlarse de, ridiculizar.

Robert, do not *make fun of* that beggar.

Make off (run away) = huir, escapar.

They *made off* with all my money.

Make out (decipher, understand) = descifrar, comprender.

As he speaks so quickly, I cannot *make out* what he says.

Make up (disguise, apply cosmetics, invent) = disfrazarse, maquillarse, inventar.

He is going to *make himself up* as Napoleon.

She is only fourteen but she *makes herself up* to look older.

Don't believe him, he always *makes up* everything he says.

Make up one's mind (decide) = decidirse.

My father *made up his mind* to buy the house.

Make sure that (be sure that) = estar seguro de que, asegurarse de que.

Before leaving, *make sure that* you have put everything in your suitcase.

DO DID DONE == hacer

NOTA.—Ver los libros 2.º y 4.º de esta obra.

TURN TURNED TURNED = girar, dar vueltas

Turn on (put on, connect) conectar, enchufar, prender.

Turn this on if you want to make the machine work.

Turn off (put out, switch off) = apagar, desconectar, cerrar una conducción de algo.

When must I *turn* the heater *off*?

Turn into (change into, to) = transformar, transformarse.

It takes three hours to *turn* the mineral *into* metal.

Turn out (produce) = producir, fabricar.

It is their intention to *turn out* a new type of lathe.

CUT CUT CUT = cortar

Cut up (cut into small pieces) = cortar en trozos o pedazos.

John *cuts up* the dog's meat.

Shall I *cut up* the melon or leave it whole?

Cut off (sever, intercept) == amputar, interceptar.

Don't worry, I'll *cut* a small piece *off* for you.

The current was *cut off* for two hours.

Cut out (cut)

= recortar, cortar.

You must *cut out* these figures and stick them on this cover.
Will you please *cut out* the dress from this pattern?

USE USED USED = usar, emplear

Used to (to have had a habit in the past) = haber estado acostumbrado a.

He *used to* study harder until he met that girl.

Be used to (to be accustomed to) = estar acostumbrado.

My cousin *is not used to* having a cold bath in winter time.

EXERCISES

A) *Make 10 correct sentences by numbering the sections in Column two which correspond to those in Column one:*

Column 1

1. I'm seeing him
2. It's raining
3. She hasn't spoken
4. It had stopped raining
5. It rains
6. They may have bought it
7. I walked to work
8. He leaves for Paris
9. I'll wait
10. He must have reached home

Column 2

frequently.
by now.
for years.
on Sunday.
tomorrow.
last week.
every day for a week.
now.
until 6 o'clock.
before 10 o'clock.

B) *Make the following sentences negative:*

- | | |
|-------------------------------------|---|
| 1. He must do it again. | 6. He can come here every day. |
| 2. They had time to tell him. | 7. We like the cinema very much. |
| 3. It was very early. | 8. They arrived at ten o'clock. |
| 4. We're coming tomorrow afternoon. | 9. Why did you go with him? |
| 5. You must do it this morning. | 10. You shall have another book tomorrow. |

C) Use "in" or "into" in these sentences:

- | | |
|-------------------------------------|--|
| 1. The fish swim ... the river. | 6. We walked ... the next room. |
| 2. The man jumped ... the river. | 7. The children are playing ... the field. |
| 3. They were standing ... the room. | 8. He poured the water ... the jug. |
| 4. We are ... the classroom now. | 9. She dived ... the water. |
| 5. There is a bird ... the sky. | 10. The river flows ... the sea. |

D) Put in the missing adjectives, prepositions or adverbs:

- | | |
|--|---|
| 1. The light went and we couldn't see. | 5. She gets at eight o'clock in the morning. |
| 2. Come John; you are very slow. | 6. She is getting, the doctor thinks she is going to die. |
| 3. He eats too much; he is getting | 7. The thieves broke ... the house. |
| 4. Put your coat; it is very cold. | 8. He set for Europe in the morning. |
| | 9. Go with what you're doing. |
| | 10. The thief managed to get |

PRONUNCIATION EXERCISE

Diptongos.

Frases para practicar:

- (€ə) *Can Mary sit down there on that chair?*
Where are their chairs?
Their chairs are there.
There's a bear there.

LESSON TWENTY-FIVE

He is going to run the business. ↘

A Business Letter



Ramón and Antonio have visited the large oil refinery in Chicago and they were very impressed with what they saw. Mr. Serrell had promised to send them an offer for a 100 ton-a-day plant capable of handling most kinds of vegetable oils but especially designed for handling soya bean oil. They have promised to confirm this in writing, and this is the letter they have written:

Sharples International Sales Corporation,
Philadelphia.
For the attention of Mr. Jack Serrell.

Dear Mr. Serrell,

In the first place we would like to thank you for your kindness in showing us round the Mayfair Vegetable Oil Plant. It was a most interesting experience and most rewarding.

We wish to confirm our request for an estimate of a 100 ton-a-day Vegetable Oil Refining Plant for Venezuela. The plant must include refining, neutralization of fatty acids, double-water washing and drying. It must be a continuous process such as the one you showed us, and it must be so designed that the refined oil can flow directly to the automatic bottling plant which we plan to install.

At the same time we would like you to prepare a complete estimate for a complete plant along the lines suggested and including your overall fee as consulting engineers and constructors. This plant would have to handle 100 tons a day and, besides the equipment we have mentioned above, should include unloading facilities, crude oil storage tanks, refined oil storage tanks and bottling equipment.

We thank you for your hospitality and await your answer,

Yours sincerely,

Answer the following questions:

1. What did Ramón and Antonio think about the oil refinery?
2. What had Mr. Serrell promised to send them?
3. What would it be capable of handling?
4. What would it be specially designed for?
5. What had they promised to confirm?
6. Who was the letter addressed to?
7. For whose attention was it marked?
8. What was the name of the plant they visited?
9. What kind of a plant were they interested in?
10. What had it to do with the fatty acids?
11. What kind of a process had it to be?
12. Where had the refined oil to go to?
13. What else did they want Mr. Serrell to do?
14. How would the Sharples Corporation act?
15. What extra things did they want?

NEW WORDS

<i>capable of</i>	[ˈkeɪpəbl əv]	<i>kindness</i>	[ˈkainnis]
<i>to design</i>	[diˈzain]	<i>vegetable</i>	[ˈvedʒɪtəbl]
<i>to confirm</i>	[kənˈfəːm]	<i>experience</i>	[ɪksˈpiəriəns]

<i>rewarding</i>	[ri'wɔ:diŋ]	<i>besides</i>	[bi'saidz]
<i>request</i>	[ri'kwest]	<i>mentioned above</i>	['menʃənd ə'bʌv]
<i>estimate</i>	['estimeit]	<i>unloading facilities</i>	['ʌn'ləudiŋ fə'silitiz]
<i>to include</i>	[in'klu:d]	<i>storage</i>	['sto:ridʒ]
<i>neutralization</i>	[nju:trəlaɪ'zeɪʃən]	<i>bottling equipment</i>	['bɒtliŋ i'kwɪpmənt]
<i>fatty acids</i>	['fati 'asɪdz]	<i>hospitality</i>	[hɒspi'talɪti]
<i>continuous</i>	[kən'tɪnjuəs]	<i>to await</i>	[ə'weɪt]
<i>process</i>	['prəuses]	<i>yours sincerely</i>	['jɔ:z sin'siəli]
<i>bottling plant</i>	['bɒtliŋ 'plɑ:nt]	<i>job</i>	[dʒɒb]
<i>to instal</i>	[ɪns'to:l]	<i>finally</i>	['faɪnəli]
<i>overall fee</i>	['əʊvəro:l 'fi:]	<i>egoism</i>	['egəʊɪzəm]
<i>consulting engineer</i>	[kən'sʌltɪŋ endʒɪ'niə(r)]	<i>prophet</i>	['prɒfɪt]
<i>constructor</i>	[kən'strʌktə(r)]		

GRAMMATICAL EXPLANATIONS

"Phrasal verbs" (continuación):

CARRY CARRIED CARRIED = llevar, transportar

Carry on (continue) = continuar.

Don't waste your time please, *carry on* with your studies.

Carry out (complete) = completar, acabar.

Pat is very hardworking, she *carried out* her duties perfectly.

Carry off (take away by force) = llevarse por la fuerza.

When the robbers entered the house, they even *carried off* the furniture.

RUN RAN RUN = correr

Run (manage) = administrar, gobernar.

James is going to *run* the business for two years.

Run after (pursue) = perseguir, seguir.

Tom is silly, he has been *running after* Mary for three months.

Run over, into (pass over, go over) = atropellar, pasar por encima, estrellarse.

The poor woman was *run over* by a car when she crossed the street.

Run away (escape) = huir, escapar.

The wolves *ran away* before we reached the stable.

Run out (come to an end) = gastarse, acabarse.

We must reduce the rations as our supplies will *run out* in two days.

GIVE GAVE GIVEN = dar

Give back (restore) = devolver, restituir.

He does not want to *give it back* to me, but I need it.

Give in, way (surrender, fail to resist) = rendirse, no resistir más, ceder.

If we have no food, we shall have to *give in*.

My friend did not want to sell his house but he finally *gave in*.

Give out (announce) = anunciar, hacer público.

The President *gave out* the new policy of the Company.

Give up (abandon, cease to) = abandonar, dejar de.

Robert become ill and had to *give up* smoking.

EXERCISES

A) *Put in the right idiom with "get":*

1. When he of prison, he will reform.
2. Could you a seat on the train last night?

3. Henry late every day.
4. They will look for a job when they London.
5. I the bus in front of Green Park yesterday.
6. He worse yesterday and I had to go to his side.
7. You should not so late.
8. At what time did you home last night, Peter?
9. Don't worry, you will be able to all these difficulties soon.
10. If the police come, it will be difficult to

B) Put in the right form of the verb (use a two-word verb):

1. It was not quite easy to the house but we finally went in. (enter)
2. This show twice a year in this city. (happen)
3. The battle for fourteen days. (continue)
4. You should quickly if you want to come. (decide)
5. Would you mind your hat, please? (remove)
6. He will be able to the business while you are away. (manage)
7. It would be better for him to all thought of egoism. (abandon)
8. This firm has an order for five hundred machines. (receive)
9. Let me sit by the window once we have (leave the ground)
10. The firm is now products of better quality. (produce)
11. They me for twenty minutes but nothing happened. (follow)
12. Why don't you buy the car? Prices are (rise)
13. He was a prophet, all that he said has (happen)
14. We shall not be able to at 4 p. m. (leave, start)

C) Translate the following sentences into English:

1. Mrs. Green gobierna su casa muy bien.
2. El perro fue atropellado por un automóvil.
3. El estaba acostumbrado a comer demasiado.
4. El no tuvo cuidado y lo rompió.
5. ¿Por qué no te quitaste el sombrero entonces?
6. Todo mejorará muy pronto.
7. Ponte otros zapatos; éstos están mojados.
8. Este autobús casi atropelló a este niño.
9. El no quiso ceder y no hicimos nada.
10. Levántalo y ponlo en la mesa.

D) *Make questions for these answers:*

- | | |
|---|--|
| 1. I'm going to the cinema tonight. | 6. There are fourteen students in the class. |
| 2. My sister is 7 years old. | 7. I turned the light on. |
| 3. No, I haven't got a match. | 8. I put on my coat if it is cold. |
| 4. She bought some tomatoes. | 9. She is studying English. |
| 5. No, I have never been to the States. | 10. The picture was on the wall. |

PRONUNCIATION EXERCISE

Modelos rítmicos.

Modelo núm. 5 (— • —) tres sílabas, la del centro sin acentuar.

ring me up, do it now, here's some tea, just in front, write it down, where's your car?, have a drink, make the tea, hurry up, sing a song.

LESSON TWENTY-SIX

How big is this table? ↘

Talking About Houses



Jane and her mother are talking together at Mrs. Wilson's house.

Mrs. Wilson: Do you like your new house?

Jane: It's lovely, Mother. It's not as big as this house, but it is newer.

Mrs. Wilson: Your bedroom is longer than ours.

Jane: It might be longer, but your bedroom is wider.

Mrs. Wilson: What is the length of your sitting-room?

- Jane:* It is seven metres long.
- Mrs. Wilson:* Ours is only six metres long, but the ceiling is three metres high.
- Jane:* The walls of this house are thicker than ours.
- Mrs. Wilson:* Of course, your house is newer. How wide is the garden?
- Jane:* I don't know its width but it's quite wide.
- Mrs. Wilson:* Is it square?
- Jane:* I don't really know, but it is very nice to sit in.

Answer the following questions on the Reading Passage:

1. Who is Jane talking to?
2. Where are Jane and her mother?
3. Does Jane like her new house?
4. Is Jane's house as big as Mrs. Wilson's?
5. Which is the older house?
6. Whose bedroom is longer?
7. Whose bedroom is wider?
8. How long is Jane's sitting-room?
9. How high is the ceiling at Mrs. Wilson's sitting-room?
10. How big is your sitting-room?
11. How wide is the classroom?
12. How high is the ceiling of this room?
13. How tall are you?
14. How high is the Aconcagua?
15. How deep is the Panama Canal?

NEW WORDS

<i>length</i>	[lɛŋθ]	<i>to plead guilty</i>	['pli:d 'gilti]
<i>metre</i>	['mi:tə(r)]	<i>the latter</i>	[ðə 'latə(r)]
<i>width</i>	[wiðθ]	<i>bench</i>	[bentʃ]
<i>document</i>	['dɒkjument]	<i>sternly</i>	['stɜ:nli]
<i>telegram</i>	['teligram]	<i>exactly</i>	[ig'zæktli]
<i>illness</i>	['ilnis]	<i>merely</i>	['miəli]
<i>Ireland</i>	['aɪələnd]	<i>summary</i>	['sʌməri]
<i>accused</i>	[ə'kju:zd]	<i>to reply</i>	[ri'plai]
<i>Iris</i>	['aɪərɪs]	<i>petticoat</i>	['petikəʊt]
<i>interpreter</i>	[in'tɜ:prɪtə(r)]	<i>judge</i>	[dʒʌdʒ]
<i>to engage</i>	[in'geɪdʒ]	<i>to hang</i>	[hæŋ]

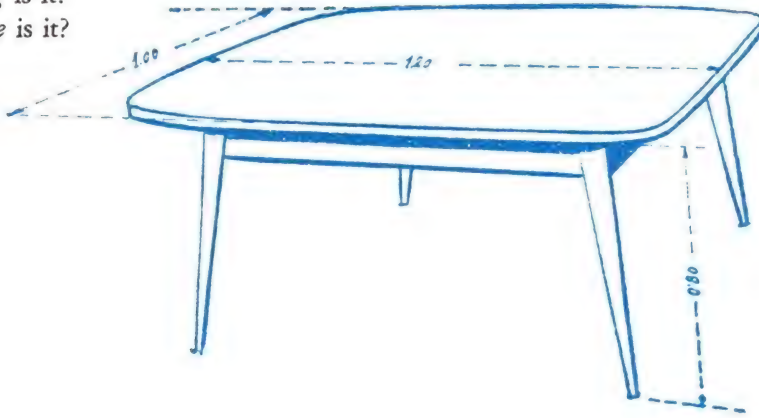
GRAMMATICAL EXPLANATIONS

How big is this table?

How high is it?

How long is it?

How wide is it?



This table is 0.80 metres *high*.

This table is 1.20 metres *long*.

This table is 1.00 metre *wide*.

El verbo "to be" en expresiones de dimensión y otras acepciones.—El verbo "to be", con ciertos adjetivos y los sustantivos que de ellos se derivan, se traduce por *tener* en español, y es la forma de expresar la *extensión, longitud, largura, grosor, anchura y altura*, en inglés.

<i>Long</i>	= largo.	<i>Length</i>	= longitud.
<i>Tall</i>	= alto (de personas).	<i>Tallness</i>	= altura.
<i>High</i>	= alto (de cosas).	<i>Height</i>	= altura.
<i>Wide</i>	= ancho.	<i>Width</i>	= anchura, ancho.
<i>Deep</i>	= hondo, profundo.	<i>Depth</i>	= hondura, profundidad.
<i>Thick</i>	= grueso, (gordo).	<i>Thickness</i>	= grueso, grosor.
<i>Broad</i>	= amplio.	<i>Breadth</i>	= amplitud.
<i>Square</i>	= cuadrado.	<i>Area</i>	= extensión, área.

¿Cuánto tiene de largo esta habitación? = This room is six metres long.

How long is this room? = It is six metres long.

How many metres long is this room? = It is six metres in length.

What is the length of this room? = Its length is six metres.

<i>¿Qué altura tiene este muchacho?</i>	= This boy is 1.70 metres tall.
How tall is this boy?	= He is 1.70 metres tall.
What is this boy's height?	= His height is 1.70 metres.
<i>¿Qué altura tiene esta montaña?</i>	= This mountain is 2,000 metres high.
How high is this mountain?	= It is 2,000 metres high.
How many metres high is this mountain?	= It is 2,000 metres in height.
What is the height of this mountain?	= Its height is 2,000 metres.
<i>¿Qué profundidad tiene este canal?</i>	= This canal is 30 metres deep.
How deep is this canal?	= It is 30 metres deep.
How many metres deep is this canal?	= It is 30 metres in depth.
What is the depth of this canal?	= Its depth is 30 metres.
<i>¿Qué anchura tiene este río?</i>	= This river is 20 metres wide.
How wide is this river?	= It is 20 metres wide.
How many metres wide is this river?	= It is 20 metres in width.
What is the width of this river?	= Its width is 20 metres.

Otros usos del verbo "to be"

Para expresar la edad:

How old is your cousin? He is two years older than I.
 What is your age? I am younger than you.
 How old is this cathedral? It is seven centuries old.

Saludos:

How is he now? He is very well, thank you.
 How are you, Mr. Brown? I'm not very well today.

Para expresar la hora:

What time was it when you came? It was ten o'clock.
 What time is it now? It is a quarter to six.

Tiempo atmosférico:

Is it fine today? No, it is raining now.
 The weather is terrible, it has been freezing for ten days.

a) *Actitud de espíritu:*

To be friendly, unfriendly, ashamed, kind, happy, clever, wise, silly, proud, mistaken, *lucky, right, wrong, careful, afraid*, etc., etc.

b) *Para expresar sensaciones:*

To be well, sick, ill, tired, frightened, surprised, lazy, strong, exhausted, eager, willing, *sleepy, hungry, thirsty, cold, hot*, etc.

Otras expresiones:

To be worth = valer, costar; *to be born* = nacer; *to be allowed* = ser permitido; *to be able* = ser capaz, etc., etc.

NOTA.—Los adjetivos escritos en letra bastardilla, en a) y b), difieren de la expresión correspondiente en español.

Los verbos "rise" y "raise".—Aunque de forma un tanto similar, el significado y funciones de estos dos verbos son distintos.

RISE ROSE RISEN RISING = *get up, go up* = levantarse, surgir, elevarse.

Este es un verbo *intransitivo* e irregular.

The sun *rose* at 6 o'clock this morning.
Prices are *rising* everywhere.

RAISE RAISED RAISED RAISING = *lift, take up* = levantar.

Este es un verbo *transitivo* y regular.

You need not *raise* your voice, I can hear you perfectly well.
The big bird *raised* its head and saw me.

A Joke

Here is a story from Ireland. The accused could speak nothing but Irish, so an interpreter was engaged.

"Ask him", ordered the judge, "whether he pleads guilty or not guilty"

A long conversation took place between the accused and the interpreter, after which the latter, turning to the bench, said:

"Not guilty, my lord."

Sternly the judge said:

"I want to know exactly all that the prisoner said; not merely a summary of it."

The interpreter replied:

"He asked me: 'Who is that old parrot with the petticoat and the grey hair?'"
I said: "That is the judge; he could hang you." "Then he asked: 'Would he hang me if I said I was guilty?'" I told him you might. So he said: "In that case, tell him I didn't do it."

EXERCISES

A) *Put in the right form of the verb (use a two-word verb):*

- | | |
|--|---|
| 1. Our house is very big, so we can
..... you (lodge) | 7. Don't buy this furniture, it would
..... too much room in the
house. (occupy) |
| 2. Please the step as it is very
dark outside. (watch) | 8. Before buying the house
that all the documents are in
order. (be sure) |
| 3. The fairy said, "..... to all the
happiness you find". (grasp) | 9. It is not dark, so don't the
light. (switch on) |
| 4. The police all the traffic
yesterday. (stop) | 10. If you feel cold, your hat.
(wear) |
| 5. Do you know Mr. Brown? He
..... his sister. (resemble) | 11. Peter has not my books yet.
(restore) |
| 6. Mary did not want to of
her brother that day. (look after) | 12. He doing his homework
without paying attention to any-
body. (continue) |

B) *Add the appropriate question tags:*

- | | |
|------------------------------------|--|
| 1. You have a cold,? | 6. You opened the door,? |
| 2. They were out,? | 7. You will come,? |
| 3. It is cold,? | 8. They came last night,? |
| 4. They go to work every day, ...? | 9. Hugh and Jane don't live in
Asuncion,? |
| 5. He needs money,? | 10. There is a boy there,? |

C) *Translate these sentences into English using "two-word verbs" as much as possible:*

- | | |
|--|---|
| 1. Llegamos a la casa de campo a las ocho. | 7. El tren llegó a Londres a las seis. |
| 2. Aquí está la tinta; ten cuidado con ella. | 8. Tuve que soportar su conversación. |
| 3. Todo empezó en el último momento. | 9. Tu hermano mayor se parece a ti mucho. |
| 4. Estamos acercándonos a la ciudad. | 10. Quiero saber cuánto has ahorrado. |
| 5. Es mejor que te apartes del fuego. | 11. ¿Puedes soportar a semejante tipo? |
| 6. El se levantó demasiado tarde. | 12. Yo pasé por su casa dos veces ayer. |

D) *Put in the right idiom with "get":*

- | | |
|---|---|
| 1. I have not any letters today. | 6. Reading this book you a very good idea of the country. |
| 2. They sent me a telegram, so I shall have to as soon as possible. | 7. If he studies a little more, he will very easily. |
| 3. Although he swims very well, he was not able to the other side of the river. | 8. Sometimes getting up is easier than |
| 4. If you tell him that, he will with you. | 9. He drinks too much, so he every day. |
| 5. When I was a boy I could this tree quite easily. | 10. He is very strong, so he will his illness easily. |

PRONUNCIATION EXERCISE

Diptongos.

Frases para practicar:

- (oi) *The boy made a lot of noise with his toys.*
Joyce joined Roy.
The joy of a boy is a toy.
Joyce liked the boy's voice.

LESSON TWENTY-SEVEN

Jean is the prettiest girl I know. ↘

Comparing Things



Mr. Wilson and Hugh are speaking together in Mr. Wilson's study.

Mr. Wilson: Do you like this whisky?

Hugh: Yes, I do. It's better than the one you had last week.

Mr. Wilson: I think it's one of the best whiskies I've had for a long time.

Hugh: I had a very bad whisky last night. I think it was one of the worst I've ever had.

Mr. Wilson: Do you like your new house?

Hugh: Yes, but it is farther from my work than where I used to live.
Mr. Wilson: If you lived here it would be farther still.
Hugh: Yes, of the three houses this is the farthest from my work.
Mr. Wilson: How do you get to your work?
Hugh: I go by car. It takes less time than by bus.
Mr. Wilson: But it is more expensive.
Hugh: It might be, but the most expensive way is going on foot: I lose so much time.

Answer the following questions on the Reading Passage:

1. Who is Mr. Wilson speaking to?
2. Where are they?
3. What are they drinking?
4. Which is better, the whisky Hugh is drinking or the one he had the night before?
5. Do you like whisky?
6. Where does whisky come from?
7. What does Hugh think about his new house?
8. Which is farther from his work, his new house or where he used to live?
9. Which is farther from your house, the church or the school?
10. Is Australia the farthest point from your country?
11. Which is more expensive, to go by car or to go by bus?
12. Which do you like better, tea or coffee?
13. Which is more interesting, Quito or Buenos Aires?
14. Which is farther from your country Spain or the USA?
15. Which takes less time, to walk to your school or to go by car?

NEW WORDS

<i>on foot</i>	[on 'fʊt]	<i>empty-handed</i>	['empti'hændɪd]
<i>shop-window</i>	[ʃ'ɒp'wɪndəʊ]	<i>to explain</i>	[ɪks'pleɪn]
<i>to discuss</i>	[dɪs'kʌs]	<i>fault</i>	[fo:lt]
<i>desire</i>	[dɪ'zaɪə(r)]	<i>pause</i>	[po:z]
<i>amazement</i>	[ə'meɪzmənt]		

GRAMMATICAL EXPLANATIONS

La comparación de adjetivos y adverbios.—Los grados de comparación son tres: *positivo*, *comparativo* y *superlativo*. Hay tres posibilidades en el comparativo: *igualdad*, *superioridad* e *inferioridad*.

Comparación de igualdad:

La *comparación de igualdad* exige “*as*” tanto delante como detrás del adjetivo, si bien, en oraciones negativas, “*so*” puede reemplazar al primer “*as*”.

Peter is *as* clever *as* Margaret.
Caracas is almost *as* big *as* Madrid.
Madrid is *not so* big *as* London.

Comparación de Superioridad:

Para la *comparación de superioridad*, si el adjetivo es monosílabo, también muchos de los disílabos, le añadimos “*er*” o “*r*” al positivo, seguido todo de “*than*”, que va delante del segundo término de la comparación *cuando ésta va explícita*.

Mr. Brown's garden is smaller *than* yours.
This country is larger *than* ours.
This street is narrower *than* Forest Lane.

El adjetivo “*just*” es una excepción: *Our teacher is more just*.

NOTA.—Los siguientes adjetivos disílabos toman “*er*” o “*r*”: *pleasant, pretty, clever, simple, healthy, heavy, happy, lazy, dirty*.

Los adjetivos que acaban en consonante simple precedida de vocal simple duplican la consonante final.—Los que acaban en “*y*” precedida de consonante cambian la “*y*” en “*i*”.

Margaret is fatter *than* my sister.
However, she is prettier *than* my sister.

Los adjetivos de más de una sílaba y algunos disílabos van precedidos de “*more*” y seguidos de *than*, que va delante del segundo término de la comparación, *cuando ésta va explícita*.

Mexico city is *more* interesting *than* Santiago.
Living in Caracas is *more* expensive *than* living there.
The mirror that was broken was much *more* attractive.

Comparación de Inferioridad:

La *comparación de inferioridad* toma "*less*" delante del adjetivo y "*than*" detrás de él.

It is *less* hot in Mexico city *than* in Acapulco.
Your brother is *less* intelligent *than* Peter.

Pero es más usual decir:

It is *not so* hot in Mexico city *as* in Acapulco.
Your brother is *not so* intelligent *as* Peter.

El Superlativo de Superioridad:

El *superlativo de superioridad* se emplea en la comparación de *más de dos*.

Los adjetivos monosílabos, excepto "*just*" y muchos de los disílabos, toman el sufijo "*est*" o "*st*".

Jean is the *prettiest* girl I know.
This is the *biggest* city I have ever seen.

Los otros adjetivos de más de una sílaba, y algunos disílabos, van precedidos de "*most*".

Jean is the *most* attractive girl I know too.
That was the *most* dangerous things he ever did.

A veces, el superlativo va seguido de "*of*" o "*in*".—Usamos "*of*" cuando el superlativo relativo hace una selección entre un número determinado:

Margaret is the *prettiest of* five sisters.
The best *of* all possible worlds.
He kept the best *of* the apples for himself.

Usamos "*in*" cuando la oración se refiere a un grupo.

Margaret is the prettiest girl *in* the family.
My brother is the cleverest boy *in* his school.

El superlativo de Inferioridad:

El superlativo de inferioridad exige "*least*" delante del adjetivo.

Aridavia is the *least* interesting city that know.
Henry was the *least* diligent of all.

A Joke

Mr. Brown's wife once returned from a shopping trip and told him she had seen a beautiful dress in a shop-window. After discussing for a whole week, Mr. Brown gave in as usual, and she went to buy her heart's desire. But to his amazement she returned empty-handed.

"It was still in the window," she explained. "So I decided that if no one else wanted it, neither did I."

EXERCISES

A) *Put in the right form of the verb (use a two-word verb):*

1. It is your fault if you had to discomfort at this hotel. (endure)
2. I have not heard from him since he two years ago. (leave)
3. I like of all kind of noises. (be far from)
4. You should with your studies and the idea of travelling a b r o a d. (continue, abandon)
5. Once the plane, we had our lunch. (leave the ground)
6. The battle for five hours, then there was a pause. (continue)
7. He had to jump out of the window as a fire in his room. (start, begin)
8. At last, they the top of the high mountain. (reach)

- | | |
|--|---|
| 9. This firm a new revolution-
ary internal-combustion engine.
(produce) | 12. Please from the chair and
bring me something to eat. (rise) |
| 10. The poor old woman was
by a lorry. (atropellar) | 13. This train is of ninety ca-
rriages drawn by a huge engine.
(consist) |
| 11. The machine the worker's
arm. (sever) = <i>amputar</i> . | 14. It takes this bus two hours to
..... of London. (leave) |

B) *Translate the following sentences into English:*

- | | |
|---|--|
| 1. El se agarró al cuello del ca-
ballo. | 6. Será muy difícil apagar el fuego. |
| 2. ¿A qué hora partiremos mañana? | 7. Estos muchachos se rieron de la
pobre mujer. |
| 3. El no regresará tan pronto como
tú crees. | 8. Tendremos que examinar todos
estos papeles. |
| 4. Ellos se marcharon hace dos
horas. | 9. Esta chica se maquilla dema-
siado. |
| 5. ¿Cuándo sucedió todo esto? | 10. El acostumbraba a levantarse
muy temprano. |

C) *Complete these sentences with the correct form of the anomalous finites:
(Defective and Auxiliary verbs)*

1. How far ... you swim?
2. We ... eat to live.
3. I ... to do this exercise but I haven't time.
4. You ... not go if you don't want to.
5. You ... not say such things.
6. I ... not swim very well when I was young.
7. She ... be able to do it but I don't know.
8. ... I go to the cinema this afternoon?
9. We ... go to the seaside for our holidays.
10. I ... buy it if I had money.

D) *Put in the correct form of the adjective in brackets:*

1. London is (big) ... than Paris.
2. He is (old) ... than I.

3. It is (hot) ... in summer than in winter.
4. She is (beautiful) ... than her sister.
5. He is (tall) ... boy in the class.
6. Hugh is (clever) ... as your brother.
7. She is (intelligent) ... girl in the class.
8. It is (hot) ... in winter than in summer.
9. She is (attractive) ... girl I know.
10. Tokyo is (big) ... city in the world.

PRONUNCIATION EXERCISE

Modelos rítmicos.

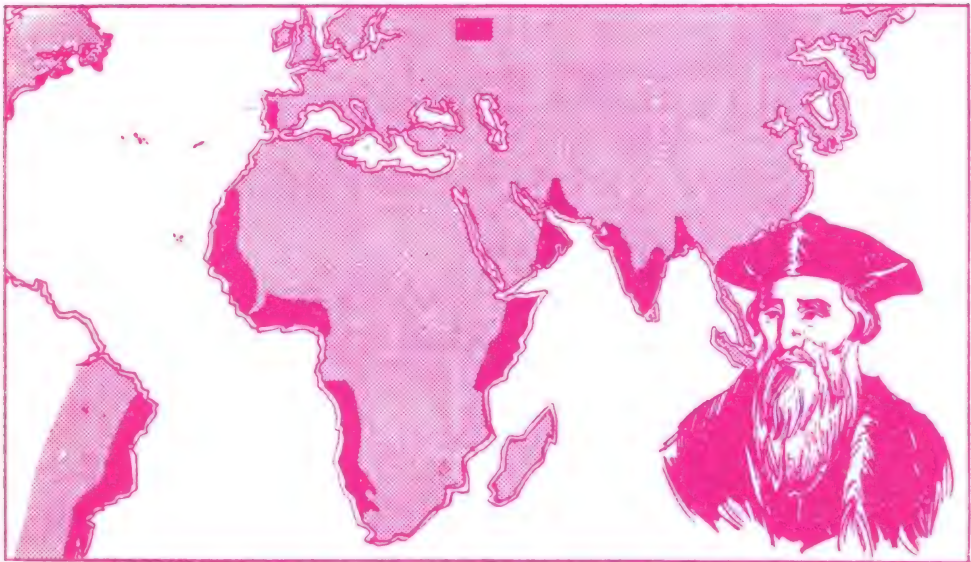
Modelo núm. 6 (• — •) tres sílabas, la del centro acentuada.

I've *read* it, in *summer*, to *please* him,
 I'm *sorry*, just *listen*, of *course* not,
 I *think* so, I'm *ready*, a *minute*,
 a *pencil*, the *answer*, it's *broken*.

LESSON TWENTY-EIGHT

They are **three** brothers and **Henry** is the **eldest**.

Henry the Navigator



Prince Henry of Portugal was born in 1394 and died in 1460. He is known to history as Prince Henry the Navigator because through him the Portuguese were encouraged in their explorations of the west coast of Africa until they finally rounded the tip of Cape of Good Hope and found a way to India. Year after year Henry sent ships out to coast slowly down southwards though the seamen were very much afraid of the fabulous beasts that were supposed to live in those regions. Most people thought that the earth was flat like a plate and that if they sailed sufficiently far away they and their ships would be swept right off the earth. But Prince Henry continued in his task. Not only did ships sail southwards, they also sailed far out into the unknown Atlantic and in this way the Azores Islands were once again discovered.

People in those days also thought that the tropics were a land of fire and that anyone venturing into them would be roasted alive. In 1434 Cape Bojador on the very edge of the tropics was passed and the next year Cape Blanco was nearly reached. In 1487, Bartholomeu Diaz finally crossed the Equator and reached the South Temperate Zone on the west coast of Africa. The way was now open for the great voyage of discovery by Vasco de Gama a few years later.

Answer the following questions:

1. When was Prince Henry of Portugal born?
2. What was he known as?
3. Why was he known as the Navigator?
4. What did the Portuguese explore?
5. What did they finally round?
6. What were they looking for?
7. What did Henry do year after year?
8. What were the seamen afraid of?
9. What did most people think about the earth?
10. What did they think would happen if they sailed far away?
11. In what directions did the ships sail?
12. What Islands were once again discovered?
13. What did people think about the tropics in those days?
14. What happened in 1434?
15. Who reached the South Temperate Zone?

NEW WORDS

<i>navigator</i>	[ˈnavigeɪtə(r)]	<i>sufficiently</i>	[səˈfiʃəntli]
<i>Portuguese</i>	[pɔːtjuˈgiːz]	<i>task</i>	[tɑːsk]
<i>to encourage</i>	[ɪnˈkʌrɪdʒ]	<i>unknown</i>	[ˈʌnˈnəʊn]
<i>exploration</i>	[ekspləˈreɪʃən]	<i>to venture</i>	[ˈventʃə(r)]
<i>coast</i>	[kəʊst]	<i>to roast</i>	[rəʊst]
<i>cape</i>	[keɪp]	<i>Equator</i>	[ɪˈkweɪtə(r)]
<i>southwards</i>	[ˈsauθwədz]	<i>temperate</i>	[ˈtempərɪt]
<i>seaman</i>	[ˈsiːmən]	<i>zone</i>	[zəʊn]
<i>fabulous</i>	[ˈfæbjʊləs]	<i>voyage</i>	[ˈvɔɪdʒ]
<i>beast</i>	[biːst]	<i>discovery</i>	[dɪsˈkʌvəri]
<i>region</i>	[ˈriːdʒən]	<i>opinion</i>	[əˈpɪnjən]
<i>flat</i>	[flæt]	<i>book-shop</i>	[ˈbʊkʃɒp]
<i>to sail</i>	[seɪl]		

GRAMMATICAL EXPLANATIONS

Comparativos y superlativos irregulares:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good, right, well	better	<i>best</i>
bad	worse	<i>worst</i>
ill	worse	<i>worst</i>
badly	worse	<i>worst</i>
wrong	worse	<i>worst</i>
evil	worse	<i>worst</i>
late	later (latter)	<i>latest (last)</i>
far	farther (further)	<i>farthest (furthest)</i>
little	less	<i>least</i>
much	more	<i>most</i>
many	more	<i>most</i>
old	older (elder)	<i>oldest (eldest)</i>

OBSERVACIONES.—Las formas *latter* y *last* no son adverbios.—*Latter* suele ir relacionado con *former*, haciendo entonces funciones de pronombres.—Se emplean éstos para evitar la repetición de dos nombres que acaban de ser nombrados:

Peter and Tom are friends; the *former* is studying to become a doctor the *latter* will be an engineer.

Last es un adjetivo que se contrasta con *first*.—Como en el caso anterior, el artículo determinado *the* les suele acompañar casi siempre:

This is *the last* picture he painted and that was *the first*.

Farther y *farthest* se refieren generalmente a *distancia*:

I'm sorry but I cannot throw the stone any *farther*.

Further significa *additional* = *more*:

Yes, she took a *further* course of professional training.
I hope to get *further* news about the journey.

Elder y *eldest* se usan entre familiares: hermanos, primos, etc., para establecer el orden de nacimiento. *Elder* nunca puede ir seguido de "*than*":

They are three brothers and Henry is the *eldest*.
But I am *older than* Henry too.

NOTA.—"*Elder*", como todos los comparativos, se usa cuando la comparación se establece *sólo entre dos*.

EXERCISES

A) Put in "*few*", "*fewer*", "*older*", "*oldest*", "*elder*", "*eldest*", "*less*", "*least*", "*latter*", "*most*", "*last*", "*latest*", "*far*", "*farther*", "*further*", "*farthest*", "*former*":

1. There have been people here today. (not many)
2. It is my opinion that helping his mother is the he could have done. (minimum)
3. They are three brothers but I know the only. (first born)
4. The city is much if you don't follow this lane. (more distant)
5. Mr. Brown is 97 years old. He is the in the village. (most ancient)
6. There are book-shops in this part of the city.
7. As he is not very strong, this is the point he could reach. (most distant)
8. Doing that is important than writing the letter.
9. I was so tired that day that I could not walk any
10. He is drinking beer now than he used to. (a smaller amount)
11. He is strong and brave, so he was the soldier to give up. (opposite of first)
12. These two brothers are completely different. Henry likes sport and Peter loves dancing. On the other hand, the is much more intelligent than the
13. I think that this city is much important than mine.

B) Translate into English:

1. No puedo darte más información acerca de ello.
2. Sí, Peter es el más joven de todos los hermanos.
3. No, gracias; quiero uno mejor.
4. El fue uno de los más grandes escritores.
5. Quiero menos, no me des tanto.
6. Hacer eso es mucho peor.
7. ¿Cuál es el lugar más lejos desde aquí?
8. Esto es menos importante que lo nuestro.

9. Necesito el mejor que tengas.
10. El es tan desagradable, que tiene pocos amigos.
11. El anda más despacio que nosotros.
12. Esta cocina está más limpia que la nuestra.
13. Tengo menos tiempo que lo que tú crees.
14. Esta naranja es menos dulce.
15. Este país es más grande que el tuyo.
16. Sí, es más sano vivir en el campo.
17. Nunca tiene tiempo; es el hombre más ocupado que conozco.
18. El no es tan necio como parece.
19. Es menos peligroso ir por ese camino.
20. Esta mesa es más pesada que la mía.

C) *Agree with these affirmative sentences as in the example:*

Dogs eat a lot. (pigs).

Dogs eat a lot (and) so do pigs.

1. He is very rich. (Antonio)
2. They were very happy. (the Carters)
3. The Wilsons have a lovely house. (the Brutons)
4. The Wilsons went to Caracas. (Henry)
5. John reads a lot of books. (I)
6. That man can speak four languages. (Mr. Ley)
7. The tram goes along the river. (the bus)
8. Dogs like meat. (cats)
9. She must go home soon. (Mary)
10. Mrs. Wilson can cook very well. (Jane)

D) *Put into the Past tense:*

Ex.: He *said* that you are not to go

1. He says you are not to go.
2. They must change their coats.
3. You are to lay the table.
4. We have to begin at six o'clock.
5. She must work as hard as she can.
6. We shall have to do it again.
7. They mustn't go now.
8. I have to light a cigarette.
9. He has to go home early.
10. He mustn't read the whole book.
11. You must do it at once.
12. She has to wash the cups.

PRONUNCIATION EXERCISE

Diptongos.

Frases para practicar.

- (au) *Brown's house is in the south of the town.*
Brown shouted when he found a thousand pounds on the ground.
The crowd went out of the town.

LESSON TWENTY-NINE

He **did** it very quickly. \

Talking About New York



Antonio and Ramón have returned home after one of their journeys and have called on the Carters at their new home.

Jane: Did you enjoy yourselves?

Ramón: No. I'm glad to be home again. I don't like travelling.

Hugh: Did you go to New York this time?

Antonio: Yes, we did.

Jane: What's it like? Tell me about it.

- Antonio:* It's the most interesting city I've seen. The view of the Statue of Liberty from the air against the skyscrapers on Manhattan is unforgettable.
- Jane:* Are the skyscrapers really high?
- Ramón:* Everything is great about New York, the skyscrapers, the bridges over the Hudson, the parks, theatres, cinemas, traffic and population.
- Jane:* What are the shops like?
- Antonio:* Wonderful, but very dear.
- Jane:* Did you go along Fifth Avenue?
- Antonio:* Yes, there are some wonderful shops there.
- Hugh:* Have you been to Madison Square Gardens?
- Ramón:* Yes, we saw a boxing match there.

Answer the following questions on the Reading Passage:

1. On what river is the city of New York?
2. Is New York the capital of the U. S. A.?
3. Is Washington bigger than New York?
4. Was Ramón pleased to be home?
5. Who gave the Statue of Liberty to New York?
6. What was New York called before it was taken by the English?
7. What is New York famous for?
8. Have you ever seen a picture of Manhattan?
9. Where did the film "West Side Story" take place?
10. Which would you prefer to visit, Europe or the U. S. A.?
11. Has New York a harbour?
12. Are there any skyscrapers in your town?
13. On which ocean is New York, the Atlantic or the Pacific?
14. Is San Francisco near New York?
15. Is Philadelphia a port?

NEW WORDS

<i>statue</i>	[ˈstatju:]	<i>naturally</i>	[ˈnatʃrəli]
<i>liberty</i>	[ˈlibəti]	<i>operation</i>	[ɒpəˈreiʃən]
<i>skyscraper</i>	[ˈskaɪˈskreɪpə(r)]	<i>to approach</i>	[əˈprəʊtʃ]
<i>unforgettable</i>	[ʌnfəˈɡetəbl]	<i>proudly</i>	[ˈpraʊdli]

<i>population</i>	[popju'leifən]	<i>novelist</i>	[ˈnɒvəlɪst]
<i>boxing match</i>	[ˈbɒksɪŋ matʃ]	<i>product</i>	[ˈprɒdʌkt]
<i>harbour</i>	[ˈhɑ:bə(r)]	<i>to heat</i>	[hi:t]
<i>port</i>	[pɔ:t]	<i>balloon</i>	[bə'lu:n]
<i>airline</i>	[ˈeəlain]	<i>to swear</i>	[swɛə(r)]
<i>to exhibit</i>	[ɪg'zɪbɪt]	<i>airfield</i>	[ˈeəfi:ld]
<i>considerable</i>	[kən'sɪdərəbl]	<i>century</i>	[ˈsentʃuri]
<i>pride</i>	[praɪd]		

GRAMMATICAL EXPLANATIONS

Adverbios derivados de adjetivos.—El sufijo “ly”:

a) La mayoría de los adverbios se derivan de adjetivos, siendo “ly” el sufijo que se agrega al adjetivo para transformarlo en adverbio.

b) Cuando el adjetivo acaba en “ly”, no se añade otra vez este mismo sufijo; esta misma forma sirve para adjetivo y adverbio.—*Ugly* es una de las excepciones, porque la “l” forma parte de la raíz.

c) También otros adjetivos, que no acaban en “ly”, no toman este sufijo al hacer funciones de adverbios, o sea, son invariables.

Generalmente, el sufijo “ly” corresponde al “mente” castellano.

Obsérvense todos estos casos con los adjetivos familiares al alumno y que aparecen en este libro y en los “*Readers*” 1, 2, 3 y “*Red Primer*” de Michael West.

	<i>Adjetivos</i>	<i>Adverbios</i>
a) valiente	brave	<i>bravely</i>
rápido	quick	<i>quickly</i>
lento	slow	<i>slowly, slow</i>
perezoso	lazy	<i>lazily</i>
rico	rich	<i>richly</i>
pobre	poor	<i>poorly</i>
feliz	happy	<i>happily</i>
hermoso, bello	beautiful	<i>beautifully</i>
triste	sad	<i>sadly</i>
gran, grande	great	<i>greatly</i>

*Adjetivos**Adverbios*

lleno
 limpio
 frío
 equivocado
 correcto, cierto
 duro, difícil
 malo
 feo
 nuevo
 terrible
 pesado
 hambriento
 ruidoso, enredador
 oscuro
 sucio
 cuidadoso
 sano
 descuidado
 tonto
 fuerte
 blando, suave
 estrecho
 profundo
 ancho, amplio
 peligroso
 alto
 corto, breve
 dulce
 desagradable
 amable
 dudoso
 claro
 maravilloso
 agraciado
 ciego
 ocupado

full
 clean
 cold
 wrong
 right
 hard
 bad
 ugly
 new
 fearful
 heavy
 hungry
 noisy
 dark
 dirty
 careful
 healthy
 careless
 foolish
 strong
 soft
 narrow
 deep
 wide
 dangerous
 high
 short
 sweet
 nasty
 kind
 doubtful
 bright
 wonderful
 graceful
 blind
 busy

fully
 cleanly
 coldly
 wrong, wrongly
 right, rightly
 hard, hardly *
 badly
 ugly
 newly
 fearfully
 heavily
 hungrily
 noisily
 darkly
 dirtily
 carefully
 healthily
 carelessly
 foolishly
 strongly
 softly
 narrowly
 deeply
 widely
 dangerously
 highly, high
 shortly
 sweetly
 nastily
 kindly
 doubtfully
 brightly
 wonderfully
 gracefully
 blindly
 busily

* *hardly* significa "apenas"

b)	temprano	early	<i>early</i>
	probable	likely	<i>likely</i>
	bajo, ruin	low, lowly	<i>low, lowly</i>
	fuerte, recio *	loud	<i>loud, loudly</i>
c)	rápido	fast	<i>fast</i>
	justo	just	<i>just</i>
	pronto	soon	<i>soon</i>
	largo	long	<i>long</i>
*	(voz)		

A Joke

A large airline hired a new porter who exhibited considerable pride in his new uniform and job, although, naturally, he knew little about the operations of his company, what cities were served, etc. When a traveller approached him one morning and asked him if the airline went to a certain small town, he pulled himself up to his full height and proudly said: "Mister, if there's air there - we go there!"

EXERCISES

A) *Put in one of the right forms of "rise" or "raise":*

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. When I spoke to the pupil, he from his desk. 2. I can't hear if you don't your voice. 3. The big bird its head and saw us. 4. The temperature is now. 5. The price of food will in the near future. | <ol style="list-style-type: none"> 6. His interest in our country every day. 7. This novelist to fame when he wrote this novel. 8. The price of this product is going to be 9. When the air in the balloon is heated, it 10. The witness his hand and swore to tell the truth. |
|--|---|

B) *Translate these sentences into English:*

- | | |
|---|--|
| 1. Deberíamos criar más vacas. | 5. Levanta la persiana; está oscuro. |
| 2. Estos precios han subido mucho. | 6. El sol salió muy tarde esta mañana. |
| 3. Ella levantó la vista cuando me oyó. | 7. Ella levantó los ojos, pero no habló. |
| 4. Se levantó un fuerte viento en la costa. | |

C) *Translate these sentences into English:*

- | | |
|--|---|
| 1. Mi hermano tendrá quince años mañana. | 11. La casa tiene sólo diez metros de alta. |
| 2. El dijo que sabía que yo tenía razón. | 12. Podremos ayudarte si tenemos suerte. |
| 3. El canal tendrá diez metros de ancho. | 13. No, este niño no tiene hambre ahora. |
| 4. El tiene siempre mucha suerte. | 14. Si tienes sueño, vete a la cama. |
| 5. Ten cuidado y escríbelo bien. | 15. ¿Dónde nació tu hermano? |
| 6. No sé qué altura tiene esta montaña. | 16. Vale la pena volver otra vez. |
| 7. La vereda tiene sólo un metro de ancha. | 17. Habrá mucha gente en la fiesta. |
| 8. El tiene un año más que yo. | 18. Tú no tenías razón entonces. |
| 9. Gracias, no tengo sed ahora. | 19. ¿Cuánto se tarda desde aquí? |
| 10. Hace mucho calor, ¿verdad? | 20. El edificio tendrá 50 metros de altura. |

D) *Write questions to which these sentences are answers:*

NOTA.—En la mayoría de los casos la pregunta puede hacerse de más de una forma.

- | | |
|--|--|
| 1. The country is one million square kilometres. | 7. The village church is four centuries old. |
| 2. The car is five hundred dollars. | 8. The weight of this bull is three hundred kilos. |
| 3. This road is 100 kms. long. | 9. Yes, it is twenty metres in depth. |
| 4. It took me two weeks to arrive there. | 10. He has been waiting two hours. |
| 5. No, he is two years older than I. | 11. The well is only five metres deep. |
| 6. The airfield is ten kms. from the city. | 12. The baby is five months old. |

- | | |
|---|--|
| 13. It takes twenty minutes to get there. | 17. Henry is 1.70 metres tall. |
| 14. This building is over forty metres high. | 18. It takes me two hours to do it. |
| 15. The river is fifty metres wide. | 19. It is a quarter to nine. |
| 16. The mountain is about two thousand metres high. | 20. The width of the door is two metres. |

PRONUNCIATION EXERCISE

Modelos rítmicos.

Modelo núm. 7 (— · ·) tres sílabas; la primera solamente acentuada.

give me it, *answer* me, *come* with me,
open it, *speak* to him, *what* is it?
wait for me, *usefully*.

LESSON THIRTY

He did not speak well at first. \

Simon Bolivar



Simon Bolivar, the great liberator, was born in Caracas, Venezuela, 24th. July 1783. He went to Europe to complete his education and travelled through Europe. In Europe he witnessed the coronation of Napoleon and when in Italy, on top of the Aventine in Rome, he swore to dedicate himself to the cause of Venezuelan independence. In June 1810, he was sent to London on a diplomatic mission, and there he met Francisco de Miranda, leader of two unsuccessful revolts against the Spaniards. They soon returned to Caracas, where the independence of Venezuela was proclaimed, 5th July 1811. Many battles took place

between the Venezuelan patriots and the Spanish forces with varying results. On several occasions Bolivar was forced to leave the country. In 1819 Venezuela and Colombia were joined in a new state called Gran Colombia with Bolivar as president. Bolivar, then turned his attention to the struggle going on in Argentine and liberated Peru and founded a new state called Bolivia in his honour. Twelve years of almost constant fighting had resulted in the liberation of South America but distances were so great and the new nations were so inexperienced that wars broke out between them. He died on 17th December 1830 and is buried in the National Pantheon, at Caracas. He was the outstanding leader against the Spanish domination.

Answer the following questions on the Reading Passage:

1. Who was Simon Bolivar?
2. Where was he born?
3. In what country did he finish his education?
4. What did he see in France?
5. Where did he swear to dedicate himself to the cause of Venezuelan independence?
6. Who did he meet in London?
7. Who was Francisco de Miranda?
8. When was the independence of Venezuela proclaimed?
9. What happened after this?
10. Why was he forced to leave the country?
11. What nations formed Gran Colombia?
12. Who was its first President?
13. What new nation was founded in the Liberator's honour?
15. Where is Bolivar buried?

NEW WORDS

<i>liberator</i>	[ˈlibəˈreɪtə(r)]	<i>result</i>	[rɪˈzʌlt]
<i>to complete</i>	[kəmˈpli:t]	<i>to join</i>	[dʒɔɪn]
<i>education</i>	[edjuˈkeɪʃən]	<i>president</i>	[ˈprezɪdənt]
<i>to witness</i>	[ˈwɪtnɪs]	<i>struggle</i>	[ˈstrʌɡl]
<i>coronation</i>	[kərəˈneɪʃən]	<i>to found</i>	[faʊnd]
<i>Venezuelan</i>	[venəˈzwələn]	<i>constant</i>	[ˈkɒnstənt]
<i>independence</i>	[ɪndəˈpendəns]	<i>to result</i>	[rɪˈzʌlt]

<i>diplomatic</i>	[diplə'matik]	<i>liberation</i>	[libə'reiʃən]
<i>mission</i>	['miʃən]	<i>nation</i>	['neiʃən]
<i>unsuccessful</i>	['ʌn-sək'sesful]	<i>inexperienced</i>	[iniks'piəriənst]
<i>revolt</i>	[ri'volt]	<i>pantheon</i>	[pan'θi:ən]
<i>Spaniard</i>	['spanjəd]	<i>outstanding</i>	[aut'standiŋ]
<i>to proclaim</i>	[prə'kleim]	<i>leader</i>	['li:ðə(r)]
<i>patriot</i>	['peitriət]	<i>domination</i>	[domi'neiʃən]
<i>forces</i>	['fo:siz]	<i>woodchuck</i>	['wudtʃʌk]
<i>varying</i>	['veəriiŋ]	<i>to chuck</i>	[tʃʌk]

GRAMMATICAL EXPLANATIONS

Las palabras "well", "hard", "fast", "high", "low", "short", "long", "right", "direct", "wrong", "late", "early", "far".

He aquí, a continuación, el significado de estas palabras, sus distintas funciones, y su uso correcto en oraciones:

WELL = *bien, satisfactoriamente*.—Desempeña funciones de adverbio generalmente. Se usa casi siempre en forma predicativa, asimilándose entonces a un adjetivo.

He did no speak *well* at first.
 She would like to play the piano *well*.
 My father is very *well* now, thank you.

HARD = *duro, difícil*.—Es adjetivo y adverbio y, en este caso, toma la forma *hardly* que significa *apenas*.

It froze last night, so the ground is *hard*. (adj.)
 He doesn't like to study *hard*. (adv.)
 We had *hardly* crossed the river when the police saw us. (adv.)
 It was a *hard* problem and I could not solve it. (adj.)

FAST = *rápido, aprisa*.—Hace funciones de adjetivo y adverbio.

This is a *fast* service and we charge a little more. (adj.)
 He speaks too *fast* and I cannot follow him. (adv.)
 Please don't read so *fast*, you don't give the right intonation. (adv.)

HIGH = *alto*.—Hace casi siempre funciones de adjetivo.—*Highly* = *favorablemente*, es siempre adverbio.

Oh, yes, he has a *high* opinion of your brother. (adj.)

The city lies on a *high* plain. (adj.)

He spoke *highly* about Peter and said they were close friends. (adv.)

LOW = *bajo, ruin*. — Desempeña funciones de adjetivo y adverbio. —
lowly = *modesto*.—Es también un adjetivo y adverbio.

The price of this product is *low*. (adj.)

If you speak so *low*, I cannot hear. (adv.)

He should be proud of his *lowly* birth. (adj.)

Certainly, they behaved in a *lowly* manner. (adv.)

SHORT = *corto, bajo, breve*.—Generalmente hace funciones de adjetivo.—
Shortly = *dentro de poco*, es siempre adverbio.

They will be back in a *short* time. (adj.)

Mr. Tickles is a very *short* man. (adj.)

Fortunately he will be here *shortly*. (adv.)

LONG = *largo, prolongado*.—Tanto el adjetivo como el adverbio tienen la misma forma.—Cuando *long* es adverbio se traduce por *mucho*, generalmente.

He took a *long* walk with me without getting tired. (adj.)

An ostrich has very *long* legs. (adj.)

Are you going to stay here *long*? (adv.)

RIGHT = *correcto, bien*. — Hace funciones de adjetivo y adverbio. —
Rightly es siempre adverbio.

Yes, that was the *right* answer. (adj.)

She does everything *right*. (adv.)

Don't be worried, you behaved *rightly*. (adv.)

DIRECT = *directo, recto, inmediato*.—Hace funciones de adjetivo y adverbio.
Directly es siempre adverbio.

Yes, this is the shortest and most *direct* way to your house. (adj.)

This lane goes *direct* to Mr. Brown's farm. (adv.)

We will send the letter *directly* to the main office. (adv.)

WRONG = *equivocado, incorrecto*.—Desempeña funciones de adjetivo y adverbio.—*Wrongly* es siempre adverbio.

They took the *wrong* way and got lost. (adj.)

He always does it *wrong*. (adv.)

The journey was quite *wrongly* planned. (adv.)

LATE = *remoto, lejano*.—Estos son sus significados principales cuando hace funciones de adjetivo. — *Late* y *lately* son adverbios y significan = *tarde, reciente*.

The discovery of uranium was a very *late* development. (adj.)

Now it is too *late* to go to the theatre. (adv.)

She has not been so well *lately*. (adv.)

EARLY = *temprano, primitivo*.—Desempeña funciones de adjetivo y adverbio.

An *early* telephone call woke me up this morning. (adj.)

I did not get up *early* because I was very tired. (adv.)

The *early* bird catches the worm. (adj.)

FAR = *lejos, mucho*.—Estos son sus significados cuando desempeñan funciones de adverbio.—Es también un adjetivo con el significado de = *lejano, distante*.

He does not live *far* from the city, only two kms. from here. (adv.)

They rode *far* into the forest and did not come back. (adv.)

The *Far* West was the source of countless stories. (adj.)

EXERCISES

A) Agree with these negative sentences, as in the example:

He didn't tell me about it. (Tom)

He didn't tell me about it, (and) neither (nor) did Tom

1. I am not English. (she)

2. They couldn't have done it.
(Jane)

3. You mustn't do it. (Harry)

4. I don't drink wine. (Hugh)

5. Jane doesn't swim very well.
(Hugh)

6. Ramón didn't go to Rome. (Antonio)

- | | |
|--|--|
| 7. He wasn't there yesterday. (she) | 9. We don't have lunch until one.
(Mr. and Mrs. Wilson) |
| 8. They won't buy a new car next
month. (the Carters) | 10. I can't lift this table. (Peter) |

B) Put in "few", "fewer", "older", "oldest", "elder", "eldest", "less", "least", "latter", "most", "last", "latest", "far", "farther", "further", "farthest", "former":

- | | |
|--|---|
| 1. Yes, this is the cathedral
that I have ever visited. (most
ancient) | 6. That is areason why I want
to go back soon. (additional) |
| 2. Please tell me who is, Jane
or Betty. (who was born first) | 7. Don't you want to come? No,
because it is too and it is
late. (distant) |
| 3. "The Cliffs Were White" was
the novel my friend wrote.
(number one) | 8. You have eaten too many cakes,
please give me the one.
(the only one left) |
| 4. I know the two sisters but I don't
know who is the (first
born) | 9. of my friends think that it
is foolish to try it once more. (the
majority) |
| 5. No, he is fourteen and I am
twelve, so he is two years | |

C) Translate these sentences into English:

- | | |
|---|--|
| 1. Esto fue lo más que pudimos
hacer. | 9. Este es el tren más rápido de
todos. |
| 2. Tu hermano es el mejor amigo
que tengo. | 10. Me levanté más temprano ayer
que hoy. |
| 3. Sí, había menos hombres que
mujeres. | 11. Ella vive en la calle más estrecha
del pueblo. |
| 4. Mr. Brown fue el último que
llegó. | 12. El es el menos aplicado de todos
los alumnos. |
| 5. ¿Quién es mayor: tú o tu her-
mano? | 13. Este no es tan grande, pero es
mucho mejor. |
| 6. Esto está peor escrito que lo mío. | 14. No me gusta la habitación por-
que es más oscura. |
| 7. ¿Cuál es la ciudad más bonita
que tú conoces? | 15. Este es el lugar más frío del país. |
| 8. Ella es tan fea como su hermana. | 16. Fue lo más maravilloso que yo
he visto. |

- | | |
|---|---|
| 17. Hay menos naranjos que man-
zanos. | 19. Esto es lo más nuevo y lo mejor
que tenemos. |
| 18. María es menos cuidadosa que
Ruth. | 20. Hace más calor aquí que en mi
pueblo. |

D) *Put the verbs in brackets into the Past tense:*

1. When the phone (ring), I (have) lunch.
2. The maid (lay) the table for dinner while you (wash) your hands.
3. When we (live) in that house we (have) one maid.
4. She (eat) her dinner when I (go) to see her.
5. When my mother (go) for a walk she always (wear) gloves.
6. When it (rain) she (carry) an umbrella.
7. We (drink) coffee every day when we (be) in Spain.
8. You (wear) your new coat when I (meet) you yesterday.
9. I (have) tea when the light (go out).
10. My friends (play) when I (come) into the room.
11. He (sit) in a café when I (see) him.
12. When the war (begin) we (live) in Paris.

PRONUNCIATION EXERCISE

How much wood would a woodchuck chuck if a woodchuck could chuck wood?

A woodchuck would chuck as much wood as a woodchuck could if a woodchuck could chuck wood.

LESSON THIRTY-ONE

Why don't you eat more slowly? ↘

Vasco Da Gama



Vasco da Gama was born at Sines in Portugal in 1460 and he died at Cochin in India in 1524. He belonged to an old noble family and was a soldier as well as a seaman. King Manuel 1st, who ruled in Portugal, asked Vasco da Gama to command the three ships that had been specially built to try and discover the way to India, and he accepted. The fleet left Lisbon in 1497 and sailed to the Cape Verde Islands. From there they made a wide sweep through the Atlantic and three months later they saw land again about a 100 miles north of the Cape of Good Hope. From there they coasted up the east side of the great African Continent and then they sailed across the Indian Ocean taking 25 days to do it. They reached India near Calicut and the Portuguese stayed there some time, exchanging the goods they had brought with them for spices

which were then worth their weight in gold, as they were used for preserving meat which in those days had to be salted and strongly spiced; otherwise it would go bad.

After some months of negotiation, which did not go very well, Vasco da Gama decided to return but he had great difficulty in re-crossing the Indian Ocean as the season was not suitable for sailing. On his return he stopped at several points on the east coast of Africa including Zanzibar, which he not touched on his voyage out. He arrived back in Lisbon during 1499 after a voyage that had taken somewhat more than two years. Such a long journey and the discoveries that he had made brought fame and riches to Portugal and to himself, and had an important influence on the economic and political development of Europe.

Vasco da Gama returned to India when he commanded the fourth Portuguese expedition sent there in 1502-1503. It was during this voyage that he discovered the group of islands which are called Almirante Islands after his naval rank of Admiral. Twenty-one years later, in April, 1524, he was appointed viceroy of India, and he held this position until his death.

Answer the following questions:

1. Where was Vasco da Gama born?
2. Where did he die?
3. What kind of family did he belong to?
4. Who ruled Portugal in 1497?
5. What command was Vasco da Gama given?
6. When did the fleet sail?
7. What islands did they stop at?
8. How long did it take him to reach South Africa?
9. How did they go up the east coast of Africa?
10. How did they reach India?
11. What did they buy in India?
12. What were spices used for in those days?
13. Why did they have difficulty in re-crossing the Indian Ocean?
14. How long did his voyage last?
15. When did Vasco da Gama return to India?

NEW WORDS

<i>noble</i>	[ˈnəubl]	<i>difficulty</i>	[ˈdɪfɪkəlti]
<i>to rule</i>	[ru:l]	<i>fame</i>	[feim]
<i>to command</i>	[kəˈma:nd]	<i>riches</i>	[ˈrɪtʃɪz]
<i>to accept</i>	[əkˈsept]	<i>influence</i>	[ˈɪnfluəns]
<i>fleet</i>	[fli:t]	<i>economic</i>	[i:kəˈnɒmɪk]
<i>sweep</i>	[swi:p]	<i>political</i>	[pəˈlɪtɪkəl]
<i>to coast</i>	[kəʊst]	<i>development</i>	[dɪˈveləpmənt]
<i>Atlantic</i>	[ətˈlæntɪk]	<i>naval</i>	[ˈneɪvəl]
<i>Calicut</i>	[ˈkælɪkət]	<i>rank</i>	[ræŋk]
<i>to exchange</i>	[ɪksˈtʃeɪndʒ]	<i>admiral</i>	[ˈædmərəl]
<i>spices</i>	[ˈspeɪsɪz]	<i>to appoint</i>	[əˈpɔɪnt]
<i>to preserve</i>	[prɪˈzə:v]	<i>viceroy</i>	[ˈvaɪsroɪ]
<i>negotiation</i>	[nɪɡəʊˈʃi:ʃən]	<i>position</i>	[pəˈzi:ʃən]

GRAMMATICAL EXPLANATIONS

Las palabras “slow”, “several”, “still”, “yet”, “if”, “whether”, “also”, “too”, “loud”, “each”, “every”, “enough”.

SLOW = *lento, pausado*.—Estos son los significados de este adjetivo.—*Slow* hace funciones de adverbio también, y *slowly* siempre.

I don't like to travel on a *slow train*. (adj.)
 Yes, he is too *slow* for everything. (adj.)
 He did not work as *slow* as you say. (adv.)
 Peter, why don't you eat more *slowly*? (adv.)

SEVERAL = *diversos, varios, algunos*.—Hace funciones de adjetivo y pronombre.—Indica un número limitado de personas o cosas, no muchas.

Several boys were standing at the door. (adj.)
 Many words have *several* meanings. (adj.)
Several of them had already left when I came. (pron.)

STILL = *todavía, aún*.—Estos son sus significados *como adverbio*.—Indica que la acción tiene o tenía continuidad en un instante dado. Se usa en oraciones *afirmativas* y en las *preguntas*.

They are *still* thinking of building the house.
My friend Henry is *still* living abroad.
Is he *still* studying at Oxford?

YET = *todavía, aún*.—Estos son sus significados *como adverbio*.—Se emplea en interrogativas, negativas e interrogativas-negativas.—Tampoco indica el fin de la acción expresada por el verbo.

Has Henry done his homework *yet*?
He has not *yet* returned from his last journey.
Haven't you finished *yet*, Tom?

NOTA.—ANY MORE, ANY LONGER = *más*, son adverbios que exigen que el verbo de la oración esté siempre en las formas negativa e interrogativa.

He does not study with us *any more*.
We are not going to stay here *any longer*.
Do you think they can wait *any longer*?

IF = *si*.—Es una conjunción condicionante.

He will buy the car *if* you give him the money.
We shall go there *if* it does not rain.

WHETER = *si*.—Es una conjunción dubitativa.—A veces suele ser reemplazada por *if*.

I don't know *whether* (if) he will pass his examination.
Let me see *whether* (if) he is studying or not.
He asked *whether* (if) I had visited his country.

ALSO; TOO = *también, igualmente*.—Estos adverbios tienen el mismo valor, si bien *too* tiene que ir al final de la oración, mientras que *also* puede ir delante o detrás del predicado o complemento.

She was <i>also</i> in Germany	}	= She was in Germany <i>too</i> .
She was in Germany <i>also</i>		
They <i>also</i> visited Rome	}	= They visited Rome <i>too</i> .
They visited Rome <i>also</i>		

LOUD = *alto, fuerte, recio*.—Desempeña funciones de adjetivo y adverbio. La forma *loudly* es siempre adverbio.

Nobody knew where the *loud* voice came from. (adj.)

The noise was terrible, so I had to speak *loud*. (adv.)

Don't play the record so *loudly*, please. (adv.)

EACH = *cada, todos, cada uno*.—Hace funciones de adjetivo y pronombre y es siempre singular.—Se refiere a parte o individuos tratados separadamente de su conjunto o grupo.

Each boy got a prize in my class. (adj.)

Each time I go to see her, she is out. (adj.)

Yes, *each* of them has to pay ten dollars. (pron.)

EVERY = *cada uno, todo, todos*.—Este adjetivo, aunque singular, se refiere a todo un conjunto o grupo en forma global o colectiva; es decir, que lo que decimos de uno conviene también al resto.

Yes, *every* worker in this factory has his own car.

Every tile on that roof has been placed by my father.

Every soldier in the company was on leave.

ENOUGH = *suficiente, bastante*.—Hace funciones de adjetivo y adverbio.—Cuando es adverbio se coloca detrás del adjetivo que modifica.—Con los sustantivos va delante.

Don't worry, this is good *enough* for me. (adv.)

Peter has *enough* money to make the trip. (adj.)

He bought *enough* paint to paint the whole house. (adj.)

They are very lazy and don't study *enough*. (adv.)

EXERCISES

A) Put in "slow", "slowly", "fast", "hard", "hardly", "high", "highly", "short", "shortly", "long", "lately", "loud", "loudly", "still", "yet", "too", "also":

1. I never take this train because it always goes very
2. They could stay a few minutes with us.
3. She had not received the telegram when I got there.
4. I see him very often, he has been here lots of times

5. Can you see that from here? (in addition)
6. I am very glad you are here waiting for me. (in addition)
7. It is not easy to understand him because he speaks too (quickly)
8. Wait a few minutes; I can get it ready for you in a time.
9. Are you going to stay here? (for a long time)
10. I had an accident, but I am not afraid of driving. (in addition)
11. The noise was so that I could not sleep that night. (not quiet)
12. The shoes are very good and the boy can wear them in winter time. (even now).
13. You should not worry so much, she is coming back (soon)
14. As she did not work, she failed. (with great effort)
15. Would you mind, please, not speaking so?
16. Certainly, he is interested in everything she does. (extremely)
17. Yes, this is a very work but very interesting at the same time. (extensive).

B) *Translate the following sentences into English:*

1. ¿Cuál es la ciudad de Europa que más le gusta?
2. ¿Qué es más barato, ir en autobús o en taxi?
3. ¿Dónde nació Simón Bolívar?
4. ¿Cuál es la capital de Bolivia?
5. ¿Cuándo tuvo lugar la batalla de Carabobo?
6. Sucre ganó la batalla de Ayacucho.
7. Simón Bolívar fue nombrado presidente del Perú.
8. Lima no está en Venezuela, está en Perú.
9. El ferrocarril va desde La Paz hasta Buenos Aires.
10. ¿Has estado alguna vez en Buenos Aires?

C) *Write questions to which the words in italics are the answers:*

1. No, the girls are not awake yet.
2. Yes, father is out of bed.
3. He is sitting *on that chair*.
4. Mother *is reading the paper*.
5. They are going to *have breakfast now*.
6. Father is sitting opposite Mother.
7. Mr. Ley has about *four hundred books*.
8. Hugh has *ten dollars*.

9. Jane is *twenty three years old*.
10. Mt. Aconcagua is about 7,700 *metres* high.

D) *Put in the following words in the blanks below:* because, up, out, on, fun, off, in, care, to, over.

1. I want to go to bed I am tired.
2. She looked the papers very carefully.
3. They are looking forward their holidays.
4. Who is taking of the children?
5. You must not make of your sister.
6. I told him to carry with his work.
7. The bandits carried the prisoners
8. She cut the dress from the pattern.
9. You must make your mind quickly.
10. The teacher wasn't taken by the story.

PRONUNCIATION EXERCISE

Modelos rítmicos.

Modelo núm. 8 (• • —) tres sílabas; la última solamente acentuada.

Cigarette, I shall *go*, we're *alone*, it's *enough*, if you *please*, was it *good?*, it is *here*, I must *go*, it is *late*, we shall *see*.

LESSON THIRTY-TWO

There are a few bottles of wine here. \

The Wilsons and the Carters



The Wilsons are having the Carters for lunch. They are sitting at the dining-room table.

Mrs. Wilson: Would you like a little more meat and a few potatoes, Hugh?

Hugh: No, thank you, I don't want any more meat, but I would like a few more potatoes and a little gravy, if you have any.

Jane: There is a lot of gravy here.

Mr. Wilson: Would you like some more wine?

Mrs. Wilson: Yes, just a little. I'd like some soda-water in the wine. Not a lot, please.

Hugh: Have you many of these bottles of wine?

Mr. Wilson: Yes, I've got lots of them. I bought three dozen bottles last month.

Jane: That is a lot.

Mrs. Wilson: And he had a few bottles of wine in the cellar.

Hugh: If we want to see the football match, we haven't much time.

Mr. Wilson: Yes, we must all hurry.

Answer the following questions on the Reading Passage:

1. What are the Wilsons and Carters doing?
2. Does Hugh want a little more meat?
3. What does he want?
4. What does he like?
5. Do you like meat?
6. What does Mr. Wilson offer?
7. What does Mrs. Wilson want in the wine?
8. Do you like wine?
9. Is there wine in your country?
10. How is wine sold?
11. Has Mr. Wilson many bottles of wine?
12. How many bottles had he bought?
13. Where does Mr. Wilson keep his bottles of wine?
14. Where are they all going?
15. What must they do if they want to be in time?

NEW WORDS

<i>gravy</i>	[ˈgreɪvɪ]	<i>to flatter</i>	[ˈflætə(r)]
<i>cellar</i>	[ˈselə(r)]	<i>fluently</i>	[ˈfluːəntli]
<i>football match</i>	[ˈfʊtbɔ:l mætʃ]	<i>to rescue</i>	[ˈreskjʊ:]
<i>to hurry</i>	[ˈhʌri]	<i>nail</i>	[neɪl]

GRAMMATICAL EXPLANATIONS

Expresiones de cantidad: "little", "a little", "few", "a few", "a lot", "lots of", "a great deal of", "a great many", "all", "both",

Conviene recordar al alumno que "few" sustituye a "little" con los "countable nouns", y sus formas comparativas son:

<i>little</i>	<i>less</i>	<i>the least</i>
<i>few</i>	<i>fewer</i>	<i>the fewest</i>

Little expresa cantidad y *few*, número.

There is *less* sugar in this sugar-basin than in that one.

There are *fewer* pear-trees than apple-trees in this garden.

Significados:

LITTLE = *not much* = poco, no mucho.

A LITTLE = *some, not much* = algo, un poco.

FEW = *not many* = pocos, no muchos.

A FEW = *some, not many* = algunos, unos cuantos.

They have *little* hope of succeeding in their examination.

There is a *little* wine in the bottle.

Few people speak seven languages.

There are *a few* bottles of wine here.

Igualmente, "many" sustituye a "much" con los "countable nouns".—*Much* expresa cantidad y *many*, número.

He hasn't *much* gold in the Bank.

There aren't *many* gold coins in the box.

No obstante, en inglés moderno apenas se usan *many* y *much* en las oraciones afirmativas, sino las expresiones siguientes:

Para el singular con (uncountable nouns):

A GREAT DEAL OF, A LOT OF, LOTS OF = *much* = mucho, a.

Para el plural con (countable nouns):

A GREAT MANY, A LOT OF, LOTS OF = *many* = muchos, as.

Is there <i>much</i> wine in Spain?	{ Yes, there is <i>a great deal of</i> wine. { Yes, there is <i>a lot of</i> wine. { Yes, there are <i>lots of</i> good wine.
Have you seen <i>many</i> bullfights?	{ Yes, I have seen <i>a great many</i> bullfights. { Yes, I have seen <i>a lot of</i> bullfights. { Yes, I have seen <i>lots of</i> bullfights.

NOTA.—A LOT OF puede usarse también en oraciones interrogativas y negativas.

ALL = *todo, todos*.—Hace funciones de adjetivo, pronombre y adverbio.—
 Como adjetivo indica la totalidad, si bien sea ésta singular o plural.—Como pronombre significa = *todo, todas las cosas*.—Como adverbio significa “quite” = *completamente, del todo*.

They had eaten *all* the cheese. (adj.)
 He put *all* his books in this drawer. (adj.)
 It may happen to *all* of you. (pron.)
 All was quiet when we returned. (pron.)
 She came *all* dressed in green. (adv.)

BOTH = *the two* = ambos.—Hace funciones de adjetivo y pronombre principalmente:

Both these books are interesting. (adj.)
 These books are *both* interesting. (adj.)
 I'm going to take *both* of them. (pron.)
Both were well written.—*Both* boys are clever. (pron., adj.)

EXERCISES

A) Put in “*little*”, “*a little*”, “*few*”, “*a few*”:

- Don't go yet, we still have more things to do now.
- I am really hungry, will you give me more, please?
- I came here only two weeks ago, so people know me in the village.
- He is too young and has experience in doing these things.
- We are so busy that we see each other very
- No, I have been here only times.
- It is not necessary to be rich for that, you only need money.

8. No, I won't keep you waiting long, I shall be back in minutes.
9. people like to pay for a thing and not to get it.
10. You are flattering me, I speak German but I can't speak it fluently.
11. Don't worry about it, it is of importance.
12. As it is dark, there is hope of being rescued.
13. A lot of boys went there, but were able to see the play.
14. There was hole in the wall in which the mouse hid.
15. She quarrels with everybody, so she has friends.
16. I bought these nails but I think I'm going to need more.
17. The boy walked more than ten kilometres, so he is tired.
18. As it was very cold, there were boys playing in the school yard.

B) Put in "many", "much", "a lot (of)":

1. There are not pupils in this classroom.
2. There were of people at the party.
3. There was of work to do there.
4. Are there apple-trees in this region?
5. There is not milk in the pot.
6. There was not snow last winter.
7. Are there of cows in this farm?
8. Is there noise in the street?

C) Put in "less" or "fewer":

1. He teaches pupils than I.
2. Yes, she has friends than Ruth.
3. There were people yesterday than last Monday.
4. He always puts sugar in the coffee than you.
5. He walked kilometres than we.
6. Mr. Brown smokes than my father.
7. Yes, this is much important for us.

D) Translate these sentences into English:

1. Tenemos que resolver cantidad de problemas.
2. Dame solamente unos pocos.
3. Es necesario mucho interés para lograrlo.
4. Se necesita cantidad de dinero para eso.

5. Sólo quedaban unos pocos y los guardé.
6. Llueve muchísimo en Inglaterra.
7. Espérame unos minutos aquí.
8. Había cantidad de comida en la fiesta.
9. Necesito sólo un poquito.
10. Nos hemos reído muchísimo con él.
11. Compra unos pocos más, será mejor.
12. Pocos creyeron lo que él dijo entonces.
13. Este es un poco más grande que el mío.
14. Muy pocos alumnos entendieron lo que él dijo.
15. Ella recibió muchísimos regalos en su cumpleaños.
16. Pocas personas conocen la verdad acerca de él.
17. En esta parte del país nieva muchísimo.
18. Había siempre muchos niños jugando allí.
19. Me gusta mucho, pero no puedo comprarlo.
20. Hay poca diferencia entre esto y aquello.

PRONUNCIATION EXERCISE

Otras formas débiles:

He aquí algunas palabras cuyo sonido se debilita al formar parte de otras como sufijos:

	<i>Pronunciación normal</i>	<i>Forma débil</i>
<i>man</i>	[mæn]	[mən]
<i>men</i>	[men]	[mən]
<i>land</i>	[lænd]	[lənd]
<i>shire</i>	[ʃaɪə]	[ʃə]
<i>day</i>	[deɪ]	[di]
<i>body</i>	[bɒdi]	[bədi]
<i>full</i>	[fʊl]	[fəl, fl]

(Nótese que el plural se pronuncia igual que el singular, ya que *man* y *men*, al debilitarse, se pronuncian los dos [mən].)

Ejemplos:

a) <i>gentleman</i>	[ˈdʒentlmən]
<i>gentlemen</i>	[ˈdʒentlmən]
<i>countryman</i>	[ˈkʌntrimən]
<i>countrymen</i>	[ˈkʌntrimən]
<i>policeman</i>	[pəˈli:smən]
<i>policemen</i>	[pəˈli:smən]

b)	<i>Switzerland</i>	[ˈswitsələnd]
	<i>England</i>	[ˈɪŋɡlənd]
	<i>Scotland</i>	[ˈskotlənd]
	<i>Ireland</i>	[ˈaɪələnd]
c)	<i>Yorkshire</i>	[ˈjɔ:kʃə]
	<i>Devonshire</i>	[ˈdevənʃə]
d)	<i>Monday</i>	[ˈmʌndi]
	<i>Tuesday</i>	[ˈtju:zdi]
	<i>Wednesday</i>	[ˈwenzdi]
	<i>Thursday</i>	[ˈθə:zdi]
	<i>Friday</i>	[ˈfraidi]
	<i>Saturday</i>	[ˈsatədi]
	<i>Sunday</i>	[ˈsʌndi]
	<i>yesterday</i>	[ˈjestədi]
	<i>holiday</i>	[ˈholidi]
e)	<i>somebody</i>	[ˈsʌmbədi]
	<i>nobody</i>	[ˈnəʊbədi]

Las palabras *everybody* y *anybody* se pronuncian normalmente [ˈevribodi] y [ˈenibodi].

f)	<i>careful</i>	[ˈkeəfəl]
	<i>useful</i>	[ˈju:sfəl]
	<i>beautiful</i>	[ˈbjʊ:tɪfəl]
	<i>awful</i>	[ˈɔ:fəl]

pero en los sustantivos *spoonful*, *basketful*, etc., este sufijo se pronuncia normalmente [ful]: [ˈspu:nful], [ˈba:skɪtful].

LESSON THIRTY-THREE

I would rather wait if you don't mind.↘

Christopher Columbus (I)



Christopher Columbus, the discoverer of America was probably born in Genoa about 1451, and he died in Valladolid, Spain, on 20th May 1506. Not much is known about his earlier lifetime except that he voyaged quite a lot. He firmly believed that he could reach the fabled east by travelling west, but his contemporaries laughed at him. He married in Portugal where his son Diego was born but his wife died soon afterwards. He presented his scheme of a voyage to the kings of Portugal, England and France but received no encouragement. About 1484, he left Portugal for Spain and through the influence of friends managed

to interest Queen Isabel of Spain. After many years he was authorized to undertake an expedition to search for and take possession of certain islands and mainland in the Western Ocean. On Friday 3th August 1492 he set sail from the port of Palos with three small caravels, the Pinta, the Niña and the Santa María, with the total complement of 120 men. On 12th October, land was finally seen. America had been discovered.

Answer the following questions on the Reading Passage:

1. Who discovered America?
2. Where was Christopher Columbus born?
3. Is there a lot known about his early lifetime?
4. Did he voyage a lot?
5. Have you ever made a voyage?
6. What do you understand by 'the fabled east'?
7. Would you like to go to the Far East?
8. Why did his contemporaries laugh at Columbus?
9. Where did he get married?
10. What was his son called?
11. What did he offer different kings?
12. Where did he go to from Portugal?
13. Who did he manage to interest?
14. When did he set sail from Spain?
15. On what day was America discovered?

NEW WORDS

<i>discoverer</i>	[dis'kʌvərə(r)]	<i>to undertake</i>	[ʌndə'teɪk]
<i>probably</i>	['prɒbəbli]	<i>expedition</i>	[eks'pi'diʃən]
<i>Genoa</i>	['dʒenəʊə]	<i>to search</i>	[sə:tʃ]
<i>lifetime</i>	['laɪftaɪm]	<i>possession</i>	[pə'zeʃən]
<i>to voyage</i>	[voidʒ]	<i>mainland</i>	['meɪnlænd]
<i>firmly</i>	['fɜ:mli]	<i>ocean</i>	['əʊʃən]
<i>fabled</i>	['feɪblɪ]	<i>to set sail</i>	['set 'seɪl]
<i>contemporary</i>	[kən'tempərəri]	<i>caravel</i>	['kærəvəl]
<i>scheme</i>	[ski:m]	<i>complement</i>	['kɒmplɪmənt]
<i>encouragement</i>	[ɪn'kʌrɪdʒmənt]	<i>to risk</i>	[rɪsk]
<i>influence</i>	['ɪnfluəns]	<i>advisable</i>	[əd'vaɪzəbl]
<i>to interest</i>	['ɪntərəst]	<i>eager</i>	['i:ɡə(r)]
<i>to authorize</i>	['ɔ:θəraɪz]	<i>to christen</i>	['krɪsn]

GRAMMATICAL EXPLANATIONS

"*Would rather*", "*had better*", "*to be willing*".—*Would rather* y *had better* tienen un significado casi-condicional. Podrían clasificarse como compuestos de *will* y *have* o anómalos. Son verbos de dos palabras, invariables con todas las personas, y no tienen infinitivo ni forma "*ing*" propios.

Would rather significa *preferencia*, y un sustituto infinitivo es "*would prefer to*".

My brother *would rather* have died than refuse.

What about going to the pictures, John? I *would rather* stay at home.

Would you rather wait, or come again later?

Oh, I *would rather* wait if you don't mind.

NOTA.—La forma contracta negativa, *que se usa principalmente en las interrogaciones*, de *would rather* es *wouldn't rather*.

"*Had better*".—El significado de este verbo es "*would be wise to*" y un sustitutivo infinitivo es "*to be advisable to*" = ser aconsejable o recomendable.

Shall I open the door for you? Yes, Mary, you *had better*.

You *had better* put on a coat because it is cold.

Similar a .. { It will be better for you to put on a coat because it is cold.
It would be advisable for you to put on a coat because it is cold.
What *had he better* do? He *had better* go, I think.
What do you think he ought to do? He ought to go, I think.

NOTA.—La forma contracta negativa de *had better* es *hadn't better*.

"*To be willing*".—*Willing* es un adjetivo que en español significa: *voluntarioso, dispuesto, no reacio a*. Así, *to be willing* es un verbo que en inglés significa: *to be eager, to be anxious to, to be disposed, to consent*.

Are they *willing* to pay the right price?

My father is *not willing* to let my sister go abroad.

They *are willing* to buy the house next year.

Las frases correlativas de proporción "*the... the*".—En inglés, las frases correlativas de proporción, "*adverbial clauses of proportion*", se establecen por

medio del artículo determinado "*the*", seguido de las formas comparativas de los adjetivos y adverbios.

Estas formas "*the... the*" traducen las expresiones siguientes:

Cuanto menos tanto menos, etc.

Cuanto más más

Tanto más más

<i>The harder you work the happier you will be.</i>	=	Cuanto más trabajes, más feliz serás.
<i>The more difficult it is, the more I like it.</i>	=	Cuanto más difícil es, más me gusta.
<i>The less you pay for it, the better.</i>	=	Cuanto menos pagues por ello, mejor.
<i>The more they see, the more they want to see.</i>	=	Cuanto más ven, más quieren ver.
<i>The hotter the room is, the more air we shall need.</i>	=	Cuanto más caliente esté la habitación, más aire necesitaremos.
<i>The less you ask for it, the worse for you.</i>	=	Cuanto menos pidas por ello, peor para ti.

R h y m e

Solomon Grundy,
Born on a Monday,
Christened on Tuesday,
Married on Wednesday,
Took ill on Thursday,
Worse on Friday,
Died on Saturday,
Buried on Sunday:
This is the end
Of Solomon Grundy.

EXERCISES

A) Rewrite the following sentences using "would rather":

1. I prefer to buy the car today.
2. I'm sure they prefer coming back later.
3. Wouldn't you like to have another cup of tea?
4. We should prefer not to live in the city.
5. Who would prefer not to go on foot?
6. Does she prefer to fly or to go by train?
7. She wanted to know if I should prefer to go shopping.
8. What would you prefer to have, a car or a house?
9. Mary prefers cold milk to cold beer.
10. He says he prefers not to stop.

B) Rewrite these sentences using "had better":

1. She should buy a cheaper one.
2. We ought to lock the door.
3. You should not risk lending your money.
4. They ought to buy the house near the sea.
5. Will it be better if I do it now?
6. You should ring her up.
7. I think you ought to go as soon as possible.
8. It would be advisable for you to put off the party.
9. You ought to study when you are not tired.
10. He should set out before sunset.

C) Translate these sentences into English:

1. Sería mejor regresar mañana.
2. Yo preferiría comprar el más grande.
3. El debería decir algunas palabras ahora.
4. Ella preferiría no tener que hablar contigo.
5. Preferiría ir a pasear y no a cazar.
6. Yo creo que sería mejor tomar un taxi.
7. Peter debería estudiar más si quiere aprobar.
8. ¿No prefieres vivir en Londres y no en París?
9. Sería mejor marcharnos y dejar esto aquí.
10. Ella debería ser más puntual la próxima vez.
11. Sería mejor pintar la habitación de verde.

- | | |
|--|---|
| 12. ¿No preferirías tú venir por la tarde? | 17. Prefiero esperar ahora que no venir otra vez. |
| 13. ¿Crees tú que debería tomar la medicina ahora? | 18. Será mejor no ir al cine tan tarde. |
| 14. Será mejor cruzar el río a nado. | 19. Creo que ellos no deberían hacer el viaje. |
| 15. ¿Debería él intentarlo de nuevo? | 20. Sería mejor para ellos esperar una semana. |
| 16. Será mejor que él diga la verdad. | |

D) *Rewrite the following sentences using "to be willing":*

- | | |
|--|--|
| 1. He doesn't work well, but he is always eager. | 4. He is disposed to come hunting with us. |
| 2. He is most eager to go back to his country. | 5. Mr. Gardner is always anxious to taste a good wine. |
| 3. Yes, I'm disposed to pay the price you ask. | 6. When he was younger, he was eager to join the Navy. |

PRONUNCIATION EXERCISE

Modelos rítmicos.

Modelo núm. 9 (• — • •) Cuatro sílabas; la segunda solamente acentuada.

A *friend* of yours, he *gave* me one, a *lot* of it, I *think* it is, I've *heard* of it, I *thought* it was, I've *finished* them, she *spoke* to me, I *studied* it, he *used* to be, she's *paid* for it, be *kind* to him, they *asked* me to.

LESSON THIRTY-FOUR

How beautiful! \

Christopher Columbus (II)



On his first voyage, Columbus discovered Hispaniola, which is now called Haiti and Cuba and he returned to Spain with gold, Indians and wild birds. His return to Spain was sensational. Honours were showered upon him and he was created a grandee of Spain. That summer, another expedition sailed for Cuba and many islands were discovered. When he returned to Cuba he found he had been accused of many things, and returned to Spain dressed in a humble Franciscan habit. The Catholic Monarchs restored him to favour and gave him charge of another expedition from which he returned in chains. His fourth and

last expedition was a failure and he returned to Spain ill and worn out. To his death he was convinced that he had discovered the famous Cathay and never knew that he had opened up a new world.

Answer the following questions on the Reading Passage:

1. Which two large islands did Columbus discover on his first journey?
2. What was Haiti called?
3. What precious metal did Columbus find?
4. What did Columbus think he had discovered?
5. What did he return to Spain with?
6. What was his return like?
7. What was he created?
8. Had the Spaniards ever seen Indians before?
9. When did the next expedition leave?
10. What happened when Columbus returned to Cuba?
11. Did he return to Spain dressed as an Admiral?
12. What did the Catholic Monarchs do?
13. How did he return from his third expedition?
14. What was his last expedition like?
15. What was he always convinced of?

NEW WORDS

<i>wild</i>	[waɪld]	<i>in chains</i>	[ɪn 'tʃeɪnz]
<i>return</i>	[rɪ'tɜ:n]	<i>failure</i>	['feɪljə(r)]
<i>sensational</i>	[sen'seɪʃənl]	<i>worn out</i>	['wɔ:n 'aʊt]
<i>to shower upon</i>	[ʃəʊə ɜ'pɒn]	<i>convinced</i>	[kən'vɪnst]
<i>to create</i>	[kri'eɪt]	<i>Cathay</i>	[ka'θeɪ]
<i>grandee</i>	[gran'di:]	<i>precious</i>	['preʃəs]
<i>humble</i>	['hʌmbl]	<i>metal</i>	['metl]
<i>habit</i>	['hæbɪt]	<i>financial</i>	[faɪ'nænʃəl]
<i>monarch</i>	['mɒnək]	<i>thankful</i>	['θæŋkful]
<i>to restore</i>	[rɪs'to:(r)]		

GRAMMATICAL EXPLANATIONS

Los sufijos "ful", "ness", "ish", en la formación de ciertas palabras.

FUL.—Añadido a los nombres forma adjetivos. Expresa abundancia = *full of*.

<i>Nombre</i>	<i>Adjetivo</i>	<i>Significado</i>
<i>beauty</i>	beautiful	= hermoso, bello
<i>use</i>	useful	= útil
<i>care</i>	careful	= cuidadoso
<i>pain</i>	painful	= doloroso
<i>delight</i>	delightful	= delicioso
<i>success</i>	successful	= venturoso
<i>wonder</i>	wonderful	= maravilloso
<i>doubt</i>	doubtful	= dudoso
<i>peace</i>	peaceful	= pacífico
<i>faith</i>	faithful	= fiel
<i>cheer</i>	cheerful	= alegre, jovial
<i>harm</i>	harmful	= dañino
<i>skill</i>	skillful	= diestro, hábil
<i>sin</i>	sinful	= pecaminoso.
<i>event</i>	eventful	= memorable
<i>pity</i>	pitiful	= digno de compasión
<i>mind</i>	mindful	= atento, vigilante
<i>sorrow</i>	sorrowful	= pesadoso
<i>awe</i>	awful	= horroroso
<i>mercy</i>	merciful	= misericordioso
<i>respect</i>	respectful	= respetuoso
<i>grace</i>	graceful	= agraciado
<i>duty</i>	dutiful	= obediente
<i>fancy</i>	fanciful	= imaginativo

NESS.—Se añade a adjetivos principalmente y también a nombres*. Forma nombres abstractos, denotando estado o condición.

<i>Adjetivo</i>	<i>Nombre</i>	<i>Significado</i>
<i>happy</i>	happiness	= felicidad
<i>good</i>	goodness	= bondad
<i>ill</i>	illness	= enfermedad

<i>glad</i>	gladness	= alegría, regocijo
<i>busy</i>	business	= ocupación, negocio
<i>kind</i>	kindness	= bondad, atención
<i>great</i>	greatness	= grandeza
<i>dark</i>	darkness	= oscuridad
<i>useful</i>	usefulness	= utilidad
<i>polite</i>	politeness	= cortesía
<i>impolite</i>	impoliteness	= descortesía
<i>mad</i>	madness	= locura
<i>blind</i>	blindness	= ceguera
* <i>wit</i>	witness	= testimonio, evidencia

LESS.—Se añade a los sustantivos y denota carencia, falta = “*without*”.

<i>Nombre</i>	<i>Adjetivo</i>	<i>Significado</i>
<i>use</i>	useless	= inservible, inútil
<i>life</i>	lifeless	= muerto, sin vida
<i>care</i>	careless	= descuidado
<i>power</i>	powerless	= impotente
<i>smoke</i>	smokeless	= sin humo
<i>cloud</i>	cloudless	= sin nubes
<i>rain</i>	rainless	= sin lluvia
<i>age</i>	ageless	= que no envejece
<i>hope</i>	hopeless	= inútil, sin esperanza
<i>father</i>	fatherless	= huérfano de padre
<i>help</i>	helpless	= irremediable, desesperado
<i>noise</i>	noiseless	= silencioso, sin ruido
<i>doubt</i>	doubtless	= cierto, sin duda
<i>sense</i>	senseless	= insensible, absurdo
<i>roof</i>	roofless	= sin techo
<i>wire</i>	wireless	= inalámbrico
<i>number</i>	numberless	= innumerable
<i>aim</i>	aimless	= sin objeto, sin designio
<i>worth</i>	worthless	= sin valor, indigno
<i>breath</i>	breathless	= falto de aliento

ISH.—Se añade a los nombres y denota: 1) cualidad o condición; 2) forma gentilicios que denotan la nacionalidad; 3) añadido a adjetivos que denotan

colores, resulta un nuevo adjetivo de la misma condición expresada por el primero, y traduce las terminaciones españolas *oso, uzco, ino, izo*, etc.

<i>Nombre</i>	<i>Adjetivo</i>	<i>Significado</i>
1) <i>fool</i>	foolish	= tonto
<i>fever</i>	feverish	= febril, ardoroso
2) <i>Spain</i>	Spanish	= español
<i>England</i>	English	= inglés
<i>Adjetivo</i>	<i>Adjetivo</i>	<i>Significado</i>
3) <i>green</i>	greenish	= verdoso
<i>white</i>	whitish	= blancuzco
<i>yellow</i>	yellowish	= amarillento
<i>red</i>	reddish	= rojizo

EXERCISES

A) *Change these sentences to agree with the adverb in brackets:*

- | | |
|--|---|
| 1. I clean this suit (a month ago). | 11. Tom eats bananas (every day). |
| 2. Jane goes to the cinema (last week). | 12. Hugh and Jane are married (for a year). |
| 3. Jane and Hugh get married (a year ago). | 13. They build many houses (since 1964). |
| 4. Ramón and Antonio go to Paris (next year). | 14. I buy this TV set (six months ago). |
| 5. Hugh reads the paper (now). | 15. I cut my hair (this afternoon). |
| 6. I wait here (for an hour). | 16. Jane and Hugh spend their honey-moon at the sea-side (last year). |
| 7. They build many houses (in 1964). | 17. He is sixty (next year). |
| 8. Cervantes writes Don Quijote (in the 17th century). | 18. She is fourteen (yesterday). |
| 9. I live in Caracas (since last October). | 19. I ring her up (tomorrow). |
| 10. The first men reach the moon (in the seventies). | 20. They study English (for three years). |

B) *Put in "a lot (of)", "a great deal (of)", "a great many":*

1. people came to see my friend off.
2. They drink tea in England.
3. Yes, they have travelled in my country.
4. He has problems to solve and cannot come.
5. I'm sure you will get presents at Christmas time.
6. Mr. Gardner uses difficult words in his examples.
7. effort is necessary to overcome the present difficulties.
8. There is traffic on this road every day.
9. He writes saying they are having snow this year.
10. They have told us about their financial problems.
11. There are local dancers in the village we are going to visit.
12. Be careful, you always make mistakes.
13. He is thankful to you because you have helped him
14. I think there is still that you don't know.
15. He has done quite work in two hours.

C) *Translate these sentences into English using "to be willing":*

1. Estoy de acuerdo en comprarlo ahora.
2. El está dispuesto a prestarnos el dinero.
3. Ella no tiene inconveniente de bailar contigo.
4. Este muchacho está dispuesto a venir conmigo.
5. ¿Está él dispuesto a devolverlo ahora?
6. Mr. Brown no está dispuesto a ayudarnos.

D) *Translate these sentences into English: ("the... the")*

1. Cuanto más duerme, más quiere.
2. No importa, cuanto más, mejor.
3. Cuanto más frío hace, menos llueve.
4. Tanto más fácil sea, peor para él.
5. Cuanto menos estudies, menos sabrás.
6. Cuanto más trabajo, menos me canso.
7. Cuanto más vieja se hace, más joven se siente.
8. Cuanto mejor es, más caro es.
9. Cuanto más azul es, más me gusta.
10. Cuanto más se tiene, más se quiere.

PRONUNCIATION EXERCISE

La pronunciación de “ed” (I).

- 1.^a [t]
- 2.^a [d]
- 3.^a [ɪd]

Todo depende del sonido, no de la letra, con que termine el verbo.

Por ejemplo, si pronunciamos los verbos

<i>smoke</i>	[sməʊk]
<i>laugh</i>	[lɑ:f]
<i>live</i>	[lɪv]

Vemos que fonéticamente el primero no termina por “e”, sino por el sonido [k]: [sməʊk].

El segundo no termina por “h”, sino por el sonido [f]: [lɑ:f].

De la misma manera, el tercer ejemplo es [lɪv], sin pronunciar la “e” final.

Si el sonido por el que termina el verbo es *sordo*, “ed” se pronuncia [t].

Si el verbo termina por un sonido *sonoro*, “ed” se pronuncia [d].

Si la palabra termina por los sonidos [t] o [d], entonces “ed” se pronuncia [ɪd].

He aquí una relación de los sonidos clasificados en los que terminan los verbos regulares:

Cuando un verbo termina por los siguientes sonidos, el grupo “ed” se pronuncia [t].

[p] *stopped* [stɒpt], *helped* [helpt], *hoped* [həʊpt], *slipped* [slipt], *jumped* [dʒʌmpt].

[k] *looked* [lʊkt], *thanked* [θʌŋkt], *asked* [ɑ:skt], *worked* [wɜ:kt], *walked* [wɔ:kt], *locked* [lɒkt].

[f] *laughed* [lɑ:ft], *coughed* [kɒft].

[s] *noticed* [ˈnəʊtɪst], *dressed* [drest], *kissed* [kɪst], *missed* [mɪst].

[ʃ] *finished* [ˈfɪnɪʃt], *washed* [wɒʃt], *polished* [ˈpɒlɪʃt], *pushed* [puʃt].
rushed [rʌʃt].

[tʃ] *fetched* [fetʃt], *reached* [ri:tʃt], *touched* [tʌtʃt].

LESSON THIRTY-FIVE

It is very dangerous. \

The Naming of Venezuela



On May 30th, 1498, six years after his first and most memorable voyage of discovery, Christopher Columbus sailed from Spain on his third voyage to the New World. He had six ships and 200 men (not including sailors). He sent three of the ships to Santo Domingo and sailed with the other three in a more southerly direction, his object being to discover mainland. First he discovered and named the island of Trinidad, sailed round it until he entered the Gulf of Paria, the almost closed in 'sea' between the island and the mainland and saw the mainland in the distance. This was the coast of Venezuela, but, mistaking it for an island, he named it Isla Santa. Being ill and wishing to get to Hispaniola he hurried away and missed the opportunity of landing on the great South American continent.

The following year, Alonso de Ojeda, who had accompanied Columbus, returned and sailed along the coast as far as the Guajira Peninsula on the western shores of the Gulf of Venezuela. Entering Lake Maracaibo, he was reminded of Venice by the native pile dwellings along the swampy shore and named the region Venezuela or 'Little Venice'

Answer the following questions:

1. When did Columbus sail on his third voyage?
2. What fleet did he have with him?
3. What did he do with three of the ships?
4. What was his object in sailing south?
5. What did he first discover?
6. What did he see in the distance in the Gulf of Paria?
7. What did he think it was?
8. Why was he in a hurry to get to Hispaniola?
9. Who returned the following year?
10. How far along the coast did he sail?
11. Where is the Guajira Peninsula?
12. What lake did he enter?
13. What is Lake Maracaibo famous for?
14. What did he see along the swampy shores?
15. What did they remind him of?

NEW WORDS

<i>memorable</i>	[ˈmemərəbl]	<i>to remind</i>	[riˈmaɪnd]
<i>discovery</i>	[disˈkʌvəri]	<i>Venice</i>	[ˈvenɪs]
<i>southerly</i>	[ˈsʌðəli]	<i>native</i>	[ˈneɪtɪv]
<i>gulf</i>	[gʌlf]	<i>pile</i>	[paɪl]
<i>to mistake</i>	[mɪsˈteɪk]	<i>dwelling</i>	[ˈdweliŋ]
<i>to accompany</i>	[əˈkʌmpəni]	<i>swampy</i>	[ˈswɒmpi]
<i>western</i>	[ˈwestən]	<i>hunter</i>	[ˈhʌntə(r)]

GRAMMATICAL EXPLANATIONS

Los sufijos "ist", "ous", "ly", "er", "en", "y" en la formación de ciertas palabras.

IST.—Se añade a los nombres, resultando, generalmente, otro sustantivo, que denota la persona que ejecuta o profesa lo que el primer nombre dice:

<i>Nombre</i>	<i>Nombre</i>	<i>Significado</i>
<i>science</i>	scientist	= científico
<i>novel</i>	novelist	= novelista
<i>organ</i>	organist	= organista
<i>Buddha</i>	buddhist	= budista

OUS.—Se añade a los nombres y forma adjetivos. Este sufijo significa “*abundancia*”.

<i>Nombre</i>	<i>Adjetivo</i>	<i>Significado</i>
<i>danger</i>	dangerous	= peligroso
<i>fame</i>	famous	= famoso
<i>curiosity</i>	curious	= curioso
<i>mystery</i>	mysterious	= misterioso
<i>courage</i>	courageous	= animoso, valiente
<i>poison</i>	poisonous	= venenoso
<i>continuity</i>	continuous	= continuo
<i>victory</i>	victorious	= victorioso
<i>glory</i>	glorious	= glorioso
<i>number</i>	numerous	= numeroso
<i>labour</i>	laborious	= laborioso
<i>virtue</i>	virtuous	= virtuoso
<i>vice</i>	vicious	= vicioso
<i>miracle</i>	miraculous	= milagroso
<i>marvel</i>	marvellous	= maravilloso
<i>anxiety</i>	anxious	= inquieto, ansioso

LY.—1) Se añade a los nombres para formar adjetivos de distinta significación.

2) Con los adjetivos forma adverbios.

<i>Nombre</i>	<i>Adjetivo</i>	<i>Significado</i>
1) <i>week</i>	weekly	= semanal
<i>month</i>	monthly	= mensual
<i>cost</i>	costly	= costoso, valioso
<i>friend</i>	friendly	= amistoso
<i>mother</i>	motherly	= maternal
<i>man</i>	manly	= varonil

<i>Adjetivo</i>	<i>Adverbio</i>	<i>Significado</i>
2) <i>sweet</i>	sweetly	= dulcemente
<i>special</i>	specially	= especialmente
<i>practical</i>	practically	= prácticamente
<i>urgent</i>	urgently	= urgentemente

ER.—Este sufijo se añade principalmente a los verbos. Indica el agente o el instrumento de una acción.

<i>Verbo</i>	<i>Nombre</i>	<i>Significado</i>
<i>write</i>	writer	= escritor
<i>walk</i>	walker	= caminante
<i>run</i>	runner	= corredor
<i>fish</i>	fisher	= pescador
<i>hunt</i>	hunter	= cazador
<i>buy</i>	buyer	= comprador

EN.—Se añade a los nombres e indica la pertenencia; también la sustancia de que está hecho un objeto.

<i>Nombre</i>	<i>Adjetivo</i>	<i>Significado</i>
<i>earth</i>	earthen	= terreno, de barro
<i>wood</i>	wooden	= de madera
<i>wool</i>	woollen	= de lana
<i>gold</i>	golden	= dorado, de oro

Y.—Se agrega a los nombres, transformándolos en adjetivos, y lleva a éstos la cualidad o carácter del sustantivo de que provienen.

<i>Nombre</i>	<i>Adjetivo</i>	<i>Significado</i>
<i>sun</i>	sunny	= con sol
<i>cloud</i>	cloudy	= nublado
<i>rain</i>	rainy	= lluvioso
<i>wind</i>	windy	= ventoso

<i>dirt</i>	dirty	= sucio
<i>health</i>	healthy	= sano
<i>stick</i> (verbo)	sticky	= pegajoso
<i>fat</i>	fatty	= gordinflón, gordo
<i>rust</i>	rusty	= herrumbroso
<i>flower</i>	flowery	= florido
<i>blood</i>	bloody	= sangriento
<i>hunger</i>	hungry	= hambriento
<i>fun</i>	funny	= chistoso
<i>thirst</i>	thirsty	= sediento
<i>speed</i>	speedy	= ligero, rápido
<i>ease</i>	easy	= fácil
<i>show</i>	showy	= vistoso
<i>wealth</i>	wealthy	= rico, adinerado

EXERCISES

A) *Form nouns from each of the following words:*

- | | | | | |
|----------|-----------|---------------|---------------|-------------|
| 1. bad | 7. happy | 13. clean | 19. beautiful | 25. kind |
| 2. noisy | 8. true | 14. dead | 20. good | 26. blind |
| 3. high | 9. deep | 15. hard | 21. ready | 27. busy |
| 4. black | 10. quiet | 16. young | 22. hungry | 28. dirty |
| 5. hot | 11. glad | 17. bright | 23. wide | 29. sad |
| 6. great | 12. long | 18. dangerous | 24. strong | 30. healthy |

B) *Form adjectives from each of the following words:*

- | | | | | |
|--------------|-------------|--------------|--------------|--------------|
| 1. England | 11. delight | 21. health | 31. noise | 41. storm |
| 2. act | 12. dirt | 22. heart | 32. pain | 42. study |
| 3. anger | 13. dust | 23. heaven | 33. person | 43. sun |
| 4. attention | 14. earth | 24. help | 34. pleasure | 44. surprise |
| 5. blood | 15. fear | 25. hope | 35. sand | 45. taste |
| 6. care | 16. flower | 26. hunger | 36. science | 46. tour |
| 7. child | 17. France | 27. learn | 37. silence | 47. trouble |
| 8. cloud | 18. friend | 28. love | 38. sleep | 48. use |
| 9. danger | 19. Germany | 29. milk | 39. Spain | 49. water |
| 10. glass | 20. fat | 30. musician | 40. star | 50. wind |

C) *Translate these sentences into English:*

- | | |
|--|--|
| 1. Ella es muy descuidada en sus cosas. | 14. El es buen cazador, pero miente a veces. |
| 2. Ciertamente, aquello fue maravilloso. | 15. Esta sustancia es muy pegajosa. |
| 3. Tu ayuda me fue muy útil. | 16. Sería más saludable vivir en el campo. |
| 4. Esta máquina es silenciosa y muy buena. | 17. Este muchacho siempre está hambriento. |
| 5. Pronto vimos un cielo azul y sin nubes. | 18. El reloj es dorado, pero no está hecho de oro. |
| 6. Ellos nos hicieron incontables visitas. | 19. Me contó una historia chistosa que me hizo reír. |
| 7. Cuando llegué a la cumbre estaba sin aliento. | 20. Prácticamente perdieron toda la fortuna. |
| 8. Era un país pacífico y feliz. | 21. Todas estas fechas son dudosas. |
| 9. No tengas miedo, porque no es doloroso. | 22. Me gusta el clima, porque es delicioso. |
| 10. Es carbón sin humo, pero no es caro. | 23. Descubrirás muchas cosas maravillosas allí. |
| 11. Es verdoso y no me gusta. | 24. El se está recobrando de su enfermedad. |
| 12. Yo creo que sería peligroso intentarlo. | 25. Yo les di las gracias por su amabilidad. |
| 13. No estés nervioso, no ha sucedido nada. | 26. La felicidad no es fácil de alcanzar. |

D) *Make questions for the following answers:*

- | | |
|--|--|
| 1. He is smoking a cigarette. | 6. I would like to go to the theatre. |
| 2. It is eleven o'clock. | 7. Yes, I have had breakfast. |
| 3. Today is Monday. | 8. He discovered America in 1492. |
| 4. I went to the cinema yesterday afternoon. | 9. We shall go to the seaside in summer. |
| 5. No, I can't speak Russian. | 10. Yes, he is a very good hunter. |

PRONUNCIATION EXERCISE

Modelos rítmicos.

Modelo núm. 10 (— • • —) cuatro sílabas; la primera y cuarta solamente acentuadas.

*read it aloud, what is the time?,
sing us a song, give me a ring,
where has he gone?, beautiful girl,
leave me alone, give her some books,
how do you do?, quarter past ten, wait till he comes.*

LESSON THIRTY-SIX

I have a gold watch. \

Talking About Dressmakers



Jane and her friend are having tea together at Jane's house.

Jane: That's a nice dress you have on.

Mary: Yes, I've an excellent dressmaker now. She used to be a serving-woman but now she has set up on her own. She works in her dining-room and her fourteen-year-old daughter helps her.

Jane: Isn't she that blue-eyed girl I saw at your house one day with a fair-haired boy.

Mary: Yes, I think so.

- Jane:* Where does she live?
Mary: She lives by the football-ground.
Jane: Isn't that the place where it smells of coal-gas?
Mary: Yes, there is a coal-mine in the hill-side and there's a lot of bad-smelling liquid there.
Jane: Well, I wouldn't like to live there, but she certainly knows how to make dresses?

Answer the following questions on the Reading Passage:

1. What are Jane and Mary doing?
2. Where are they having tea?
3. What are they talking about?
4. What is Mary wearing?
5. Who made it for her?
6. Where does Mary's dressmaker work?
7. Who helps her?
8. Who is her daughter like?
9. Does your mother make her clothes?
10. Can you sew?
11. Where does Mary's dressmaker live?
12. What is the place like?
13. What is there in the hill-side?
14. Is there a football-ground near where you live?
15. What does coal-gas smell like?

NEW WORDS

<i>serving-woman</i>	[ˈsɜːvɪŋˈwʊmən]	<i>football-ground</i>	[ˈfʊtbɔːl-graʊnd]
<i>blue-eyed</i>	[ˈbluːˈaɪd]	<i>bad-smelling</i>	[ˈbʌdˈsmeliŋ]
<i>fair-haired</i>	[ˈfeəˈheəd]	<i>to sew</i>	[səʊ]

GRAMMATICAL EXPLANATIONS

Palabras compuestas.—En el libro 5.^o de esta obra tiene el alumno un estudio completo y detallado del “*Genitivo de inversión*”. Es decir, la modalidad inglesa en que un sustantivo colocado delante de otro nombre lo define, diciéndonos

la clase de persona o cosa, indicando la materia de que está hecho un objeto; el uso al cual se destina o el sitio a que éste pertenece. Igualmente puede reflejar otros varios significados.

En todos estos casos nombrados, el primer sustantivo tiene el valor de adjetivo. No obstante, no son siempre sustantivos las palabras que integran estas combinaciones, ya que pueden ser también gerundios y participios en combinación con un nombre.

Obsérvense y estúdiense los ejemplos siguientes:

1. A box in which we keep money, is a *money-box*
2. A woman who makes dresses, is a *dressmaker*
3. Soup made of tomato, is *tomato soup*
4. A field on which the planes land is an *airfield*
5. A house in the country, is a *country house*
6. The room in which we dine, is a *dining-room*
7. A girl who has green eyes, is a *green-eyed girl*
8. A man everybody knows, is a *well-known man*
9. A boy who has dark hair, is a *dark-haired boy*
10. A book which tells you about history, is a *history-book*
11. Gas which comes from coal, is *coal-gas*
12. A liquid which smells bad, is a *bad-smelling liquid*
13. A watch which is made of gold, is a *gold watch*
14. A girl who is fourteen years old, is a *fourteen-year-old girl*
15. The ground where we play football, is a *football-ground*

NOTA.—La mayoría de estos compuestos van unidos por un guión (-).

He aquí una lista con todas las "*compound words*" que aparecen en este libro y en los libros de lectura *Readers* 1, 2, 3, 4, por Michael West.

- | | | |
|--------------------|--------------------|--------------------|
| 1. sleeping-room. | 10. hen-boy. | 18. A bad-smelling |
| 2. bean plant. | 11. classroom. | liquid. |
| 3. stone house. | 12. corn-field. | 19. eye-sight. |
| 4. coal-gas. | 13. silver box. | 20. foot-soldiers. |
| 5. money-box. | 14. serving-woman. | 21. day-light. |
| 6. drinking-glass. | 15. dirty-looking- | 22. footmarks. |
| 7. looking-glass. | servant girl. | 23. motor-car. |
| 8. glass-maker. | 16. silver watch. | 24. mountain-side. |
| 9. dining-room. | 17. rain-drops. | 25. hiding-place. |

- | | | |
|-----------------------|-----------------------|----------------------|
| 26. sun-set. | 40. a four-legged | 51. supper-table. |
| 27. coal-mine. | table. | 52. gold-insect. |
| 28. gas-fire. | 41. a dark-eyed girl. | 53. eye-hole. |
| 29. air-travel. | 42. a dark-skinned | 54. man-eater. |
| 30. hill-side. | person. | 55. hour-hand. |
| 31. dinner-table. | 43. play-fellow. | 56. minute-hand. |
| 32. history-book. | 44. tea-drier. | 57. pendulum-wheel. |
| 33. railway carriage. | 45. fishing-net. | 58. white-faced. |
| 34. wrong-doer. | 46. paint-box. | 59. finger-nails. |
| 35. merchant-ship. | 47. fence-painting. | 60. shell-creatures. |
| 36. sight-seers. | 48. middle-class | 61. cooking-pots. |
| 37. store-houses. | people. | 62. wind-mill. |
| 38. lake-men. | 49. A brightly- | 63. schoolwork. |
| 39. fellow-worker. | coloured silk dress. | 64. fresh-looking. |
| | 50. a guard-house. | 65. watch-chain. |

E X E R C I S E S

A) *Write the meaning of the "compound words" on page 229 and 230 in English and then form a sentence with each word.*

B) *Translate into English:*

- | | |
|---|---|
| 1. Nadie puede ver en la oscuridad. | 8. Lloverá, porque está nublado. |
| 2. El no es tan tonto como tú piensas. | 9. La joya es demasiado costosa para mí. |
| 3. Hay muchos científicos buenos en este país. | 10. Sí, es un día ventoso y desagradable. |
| 4. Es una hierba venenosa y no debes tocarla. | 11. El es un hombre acaudalado, pero no es feliz. |
| 5. Esta publicación es mensual. | 12. El muchacho era huérfano de madre. |
| 6. Para ella todo era misterioso y difícil. | 13. No creo que su negocio es tan bueno como él dice. |
| 7. Ellos nos dispensaron una bienvenida amistosa. | 14. Estaba orgulloso de su fiel criado. |

C) *There are blanks in the following sentences. Fill them with prepositions:*

1. They are going the house the farmyard.
2. Tea is ready them and they are ready tea.
3. We are coming back Brimstead twelve.
4. That woman is the wrong, she is driving her car the left.
5. I am going this garage some petrol.
6. The barman is standing the bar, but the men are sitting it.
7. The book is the floor the desk.
8. We shall be late the shops; they close six.
9. We are driving on Brimstead, the left side of the road.
10. If he stands the rain his hat, he will catch cold.

D) *Put in the right form of the verb (use a two-word verb):*

- | | |
|--|---|
| 1. We are well, aren't we?
(progress) | 7. The firemen tried to the
fire but they could not. (extin-
guish) |
| 2. They thought that a new riot
had (begin) | 8. When he came back, things at
home began to again. (im-
prove) |
| 3. It began to rain as we the
train. (leave) | 9. My brother will have to his
studies soon. (abandon) |
| 4. He wants to his visit as
long as he can. (postpone) | 10. The prisoner tried twice
but he did not succeed. (escape) |
| 5. You can your tie because
it is very hot. (remove) | |
| 6. Yes, I paying visits to my
old friend for two years. (con-
tinue) | |

PRONUNCIATION EXERCISES

Cuando un verbo termina por los siguientes sonidos, el grupo "ed" se pronuncia [d]:

- [b] *rubbed* [rʌbd], *robbed* [rɒbd].
[g] *begged* [begd], *tugged* [tʌgd].
[ð] *bathed* [beɪðd], *breathed* [bri:ðd]
[v] *loved* [lʌvd], *lived* [lɪvd].

[z] *pleased* [pli:zd], *excused* [iks'kju:zd], *closed* [kləuzd], *amused* [ə'mju:zd].
 [dʒ] *judged* [dʒʌdʒd], *arranged* [ə'reindʒd].
 [m] *seemed* [si:md], *formed* [fo:md], *climbed* [klaɪmd].
 [n] *turned* [tə:nd], *tuned* [tju:nd], *sinned* [sɪnd].
 [ŋ] *belonged* [bi'lɒŋd].
 [l] *killed* [kɪld], *called* [kɔ:ld], *rolled* [rəʊld].

Cuando un verbo termina por uno de los siguientes sonidos, el grupo “ed” se pronuncia [ɪd]:

[t] *wanted* ['wɒntɪd], *shouted* ['ʃaʊtɪd], *started* ['stɑ:tɪd].
 [d] *added* ['ædɪd], *sounded* ['saʊndɪd], *handed* ['hændɪd].

Cuando un verbo termina por un sonido vocal, como en el caso de:

<i>remember</i>	[ri'membə]
<i>agree</i>	[ə'gri:]
<i>play</i>	[pleɪ]
<i>marry</i>	['mari]
<i>prepare</i>	[pri'pɛə]
<i>follow</i>	['fɒləʊ]

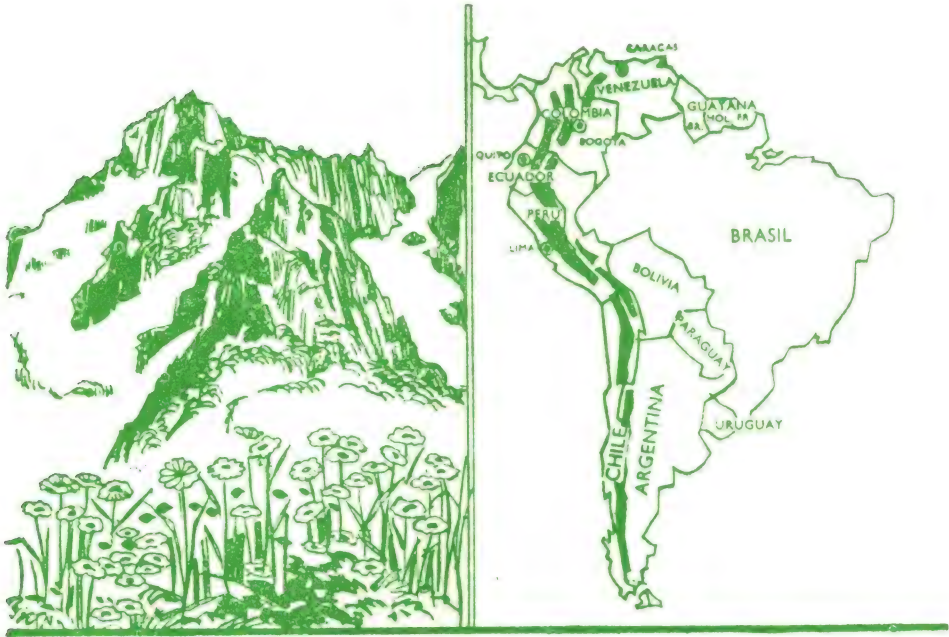
las letras “ed” se pronuncian [ɪd]:

<i>remembered</i>	[ri'membəd]
<i>agreed</i>	[ə'gri:d]
<i>played</i>	[pleɪd]
<i>married</i>	['marɪd]
<i>prepared</i>	[pri'pɛəd]
<i>followed</i>	['fɒləʊd]

LESSON THIRTY-SEVEN

Henry and Mary were looking at each other.

The Andes



The Andes is one of the world's greatest mountain systems. It begins in northern South America along the coast of Venezuela and extends for over 4,000 miles along the west coast of the continent, and disappears beneath the ocean near Tierra de Fuego in Patagonia. The only South American republics in which the Andean ranges do not appear are Brazil, Paraguay and Uruguay. Four South American capitals lie high in the Andes: Caracas, Venezuela, about 920 metres high; Bogotá, Colombia, about 2,611 metres high; Quito, Ecuador, about 2,850 metres high; and La Paz, Bolivia, about 3,434 metres high. The Andes are rich in all kinds of metals, and provided the Inca civilization with tools of bronze and copper and with ornaments of gold and silver.

Answer the following questions on the Reading Passage:

1. Where does the Andes begin?
2. About how long is the Andes?
3. In which South American country does Patagonia lie?
4. Can you mention a capital that does not lie in the Andes?
5. Where does the Andes end?
6. What ocean bathes the shores of the Andes?
7. Do the Andean ranges appear in all the South American countries?
8. Which is the highest capital in the Andes?
9. What was the ancient capital of the Incas?
10. What great river starts in the Andes?
11. What mountain in the Andes is famous for its silver?
12. What are the precious metals found in this mountain range?
13. Which is the highest mountain in the Andes?
14. In what country is lake Titicaca?
15. What metals did the Incas use for their tools?

NEW WORDS

<i>to extend</i>	[iks'tend]	<i>ancient</i>	['eɪnfənt]
<i>to disappear</i>	[disə'piə(r)]	<i>radio</i>	['reɪdiəʊ]
<i>beneath</i>	[bi'ni:θ]	<i>foreign</i>	['fɒrɪn]
<i>republic</i>	[ri'pʌblɪk]	<i>daft</i>	[dɑ:ft]
<i>range</i>	[reɪndʒ]	<i>to declare</i>	[di'kleə(r)]
<i>to provide</i>	[prə'vaɪd]	<i>slice</i>	[slais]
<i>civilization</i>	[sɪvɪlaɪ'zeɪʃən]	<i>wedged</i>	[wedʒd]
<i>tool</i>	[tu:l]	<i>to snap</i>	[snap]
<i>bronze</i>	[brɒnz]	<i>to moan</i>	[məʊn]
<i>copper</i>	['kɒpə(r)]	<i>motorist</i>	['məʊtərɪst]
<i>ornament</i>	['ɔ:nəmənt]	<i>to quibble</i>	['kwɪbl]

GRAMMATICAL EXPLANATIONS

Las frases idiomáticas "each other", "one another", "everyone", "every other day", "all day", "all of us", "all over", "over there", "on and on", "in line", "of course".

EACH OTHER; ONE ANOTHER.—Son los pronombres recíprocos que el alumno ya conoce. Véase el libro 2.º de esta obra.

Henry and Mary were looking at *each other*.
These three boys throw the ball at *one another*.

EVERYONE.—*everybody* = todos, todo el mundo.

Everyone wished to greet him.
He knew *everyone* at the party.

EVERY OTHER DAY.—*each two days* = un día sí y otro no, cada dos días.

You must take the medicine *every other day*.
Mrs. White cleans my office *every other day*.

ALL DAY.—*the whole day* = todo el día.

Will you be at home *all day* tomorrow?
It has been raining *all day*.

ALL OF US.—*we all* = todos nosotros.

All of us are willing to help you.
We are *all* willing to help you.
He asked *us all* a lot of questions.

ALL OVER.—*over the whole surface* = por todo, a.

Helen let the paint fall *all over* the floor.
My friend has travelled *all over* the world.
The farmer scattered the seeds *all over* the field.

OVER THERE.—*not in the place where the speaker is* = por allí, por allá.

Your books may be *over there*, look for them.
Can't you see the plane flying *over there*?

ON AND ON.—*continuously, without ceasing or stopping* = continuamente, sin cesar.

They rode *on and on* until they got to a little cottage.
You will have to work *on and on* to succeed.

IN LINE.—*in a row = straight* = en fila, en línea recta.

Please plant the trees *in line*.
The pupils were standing *in line* in the yard.

OF COURSE.—*naturally* = por supuesto, sin duda.

Will you do that? *Of course*, I will.
Yes, *of course* they paid everything before leaving.

A Joke

If you like the daft ones, you'll enjoy the story of the tourist returning from France with his car, who told the Customs he had nothing to declare.

So the Customs officer opened the boot of the car—and there was a baby elephant, with a slice of bread wedged behind each ear.

"What's this?" snapped the Customs man. "I thought you said you had nothing to declare?"

"Oh, no?" moaned the motorist. "You're not going to quibble about what I put in my sandwich!"

EXERCISES

A) *Translate these sentences into English:*

- | | |
|---|--|
| 1. Somos buenos amigos y nos ayudamos. | 4. Ella continuó hablando sin parar. |
| 2. Por supuesto, te daré lo que pides. | 5. Compraría los dos, pero no tengo bastante dinero. |
| 3. Puedes venir cada dos días, es suficiente. | 6. Las dos hermanas hablan francés. |
| | 7. El se afeita todos los días. |
| | 8. Todo el mundo estaba allí. |

9. Voy allí todos los días.
10. ¿Lo harás? Desde luego que sí.
11. Son tres amigos y se escriben todos los meses.
12. Ponlos en fila, será mejor.
13. David dejó caer la tinta por toda la mesa.
14. Te ha estado esperando todo el día.
15. Todos querían ayudarle, pero nadie hizo nada.
16. Los coches estaban alineados en la calle.
17. Nos estuvo esperando todo el día.
18. A todos nosotros nos gustaría una taza de té.
19. La tinta está por todo el suelo.
20. Juan y Enrique se escriben.

B) *Answer the following questions:*

1. Do you think English is a difficult language?
2. What books have you read in English?
3. Do you ever speak English out of class?
4. Do you understand English on the radio?
5. Which country would you prefer to go to, England or the U.S.A.?
6. What foreign country would you like to visit?
7. What foreign language is spoken most in your country?
8. How long have you been studying English?
9. Have you any English friends?
10. Can you speak any other foreign language?

C) *Put the following helping verbs in their right places in these sentences:*

can, could, may, might, will, would, must, ought to

1. John run a mile in five minutes.
2. It rain this afternoon.
3. They work harder if they want to pass their examination.
4. You not to smoke so much.
5. He speak French when he was eight.
6. Tom go now, but you needn't.
7. She be a pretty girl in a few years' time.
8. you tell me the way to the nearest church?
9. I lift this chair.
10. She get worse but I think she will get better.
11. You fly over the Andes if you want to visit Cuzco.
12. He to stand up when a lady enters the room.

D) *Finish the following sentences:*

- | | |
|-------------------------------------|--|
| 1. Jane succeeded in | 15. The policemen broke into |
| 2. I thought of | 16. He ought not to |
| 3. He agreed to | 17. Hugh took off |
| 4. The brothers insisted on | 18. The girls are looking forward to |
| 5. Last night I dreamt of | 19. Nan put on |
| 6. The game consists of | 20. I want you to take away |
| 7. According to | 21. Take no notice of |
| 8. It's simply a question of | 22. I don't know anything about |
| 9. Margaret was listening to | 23. Have you ever heard of |
| 10. Jane bought it from | 24. He's quite good at |
| 11. It's far easier to | 25. I wonder if you're interested in |
| 12. They are used to | |
| 13. The boys had to go without | |
| 14. Do you believe in | |

PRONUNCIATION EXERCISE

Modelos rítmicos.

Modelo núm. 11 (• — • —) cuatro sílabas; la segunda y la última solamente acentuadas.

I think he knows, I want to go, another time, it's quite all right, I think I can, I'd love to go, a glass of wine, across the road, it's all for you, a waste of time, he took it off, they mustn't know, I locked the door.

IRREGULAR VERBS

Verbos irregulares, en orden alfabético, que aparecen en los libros 1.º, 2.º y 3.º de esta obra; y en los libros "Red Primer" y "Readers" 1, 2, 3, por Michael West.

Present		Past		Past Participle		Significado
arise	[ə'raiz]	arose	[ə'rəuz]	<i>arisen</i>	[ə'rizn]	levantarse, surgir
awake	[ə'weik]	awoke	[ə'wəuk]	—	—	despertar, despertarse
be (am, is, are)	[bi:, am, iz, a:(r)]	was, were	[wɒz/wəz wə:(r)/wə(r)]	<i>been</i>	[bi:n]	ser o estar
become	[bi'kʌm]	became	[bi'keim]	<i>become</i>	[bi'kʌm]	hacerse, convertirse, llegar a ser
begin	[bi'gin]	began	[bi'gan]	<i>begun</i>	[bi'gan]	comenzar, empezar
bear	[beə(r)]	bore	[bo:(r)]	<i>borne</i>	[bo:n]	soportar, aguantar
beat	[bi:t]	beat	[bi:t]	<i>beaten</i>	[bi:tən]	batir, pegar, derrotar
bend	[bend]	bent	[bent]	<i>bent</i>	[bent]	doblar, encorvar
bite	[bait]	bit	[bit]	<i>bitten</i>	[bi'tən]	morder
blow	[bləu]	blew	[blu:]	<i>blown</i>	[bləun]	soplar, inflar
break	[breik]	broke	[brəuk]	<i>broken</i>	[brəukən]	romper
bring	[brɪŋ]	brought	[bro:t]	<i>brought</i>	[bro:t]	traer o llevar
build	[bild]	built	[bilt]	<i>built</i>	[bilt]	construir, edificar
burn	[bɜ:n]	burnt	[bɜ:nt]	<i>burnt</i>	[bɜ:nt]	quemar, arder
buy	[bai]	bought	[bo:t]	<i>bought</i>	[bo:t]	comprar
can	[kan]	could	[kud]	—	—	poder, saber (v. defectivo)
catch	[katʃ]	caught	[ko:t]	<i>caught</i>	[ko:t]	agarrar, coger, asir
choose	[tʃu:z]	chose	[tʃəuz]	<i>chosen</i>	[tʃəuzn]	elegir, escoger
come	[kʌm]	came	[keim]	<i>come</i>	[kʌm]	venir, llegar
cost	[kɒst]	cost	[kɒst]	<i>cost</i>	[kɒst]	costar, valer
cut	[kʌt]	cut	[kʌt]	<i>cut</i>	[kʌt]	cortar, partir

Present		Past		Past Participle		Significado
dig	[dig]	dug	[dʌg]	<i>dug</i>	[dʌg]	cavar, excavar
do	[du:]	did	[did]	<i>done</i>	[dʌn]	hacer
draw	[dro:]	drew	[dru:]	<i>drawn</i>	[dro:n]	dibujar, tirar, arrastrar
dream	[dri:m]	dreamt	[dremt]	<i>dreamt</i>	[dremt]	soñar
drink	[drɪŋk]	drank	[draŋ]	<i>drunk</i>	[draŋk]	beber
drive	[draiv]	drove	[drəuv]	<i>driven</i>	[ˈdrivən]	empujar, manejar, conducir
eat	[i:t]	ate	[et]	<i>eaten</i>	[ˈi:tən]	comer
fall	[fo:l]	fell	[fel]	<i>fallen</i>	[ˈfo:lən]	caer, caerse
feed	[fi:d]	fed	[fed]	<i>fed</i>	[fed]	alimentar, dar de comer
feel	[fi:l]	felt	[felt]	<i>felt</i>	[felt]	sentir, sentirse, palpar
fight	[fait]	fought	[fo:t]	<i>fought</i>	[fo:t]	luchar, pelear
find	[faɪnd]	found	[faund]	<i>found</i>	[faund]	encontrar, hallar
fly	[flai]	flew	[flu:]	<i>flown</i>	[fləʊn]	volar
forget	[fə'get]	forgot	[fə'got]	<i>forgotten</i>	[fə'gotən]	olvidar
forgive	[fə'giv]	forgave	[fə'gəiv]	<i>forgiven</i>	[fə'gɪvən]	perdonar
freeze	[fri:z]	froze	[frəuz]	<i>frozen</i>	[ˈfrəʊzən]	helar, congelar
get	[get]	got	[got]	<i>got (gotten, EE.UU.)</i>	[got]	conseguir, lograr, adquirir
give	[giv]	gave	[geiv]	<i>given</i>	[ˈgɪvən]	dar
go	[gəʊ]	went	[went]	<i>gone</i>	[gon]	ir, irse
grow	[grəʊ]	grew	[gru:]	<i>grown</i>	[grəʊn]	crecer, cultivar
hang	[haŋ]	hung	[hʌŋ]	<i>hung</i>	[hʌŋ]	colgar, pender
have (has)	[hav (haz)]	had	[had]	<i>had</i>	[had]	haber, tener
hear	[hiə(r)]	heard	[hə:d]	<i>heard</i>	[hə:d]	oír
hide	[haɪd]	hid	[hid]	<i>hidden</i>	[ˈhɪdən]	esconder, esconderse
hit	[hit]	hit	[hit]	<i>hit</i>	[hit]	dar, pegar, golpear
hold	[həʊld]	held	[held]	<i>held</i>	[held]	asir, sostener, celebrar
hurt	[hə:t]	hurt	[hə:t]	<i>hurt</i>	[hə:t]	hacerse daño, doler
keep	[ki:p]	kept	[kept]	<i>kept</i>	[kept]	guardar, conservar
kneel	[ni:l]	knelt	[nelt]	<i>knelt</i>	[nelt]	arrodillarse

Present		Past		Past Participle		Significado
know	[nəu]	knew	[nju:]	<i>know</i>	[nəun]	saber, cono- cer
lay	[lei]	laid	[leid]	<i>laid</i>	[leid]	poner, colo- car
lead	[li:d]	led	[led]	<i>led</i>	[led]	guiar, dirigir, conducir
learn	[lə:n]	learnt	[lə:nt]	<i>learnt</i>	[lə:nt]	aprender
leave	[li:v]	left	[left]	<i>left</i>	[left]	marchar, par- tir, irse, de- jar
lend	[lend]	lent	[lent]	<i>lent</i>	[lent]	prestar
let	[let]	let	[let]	<i>let</i>	[let]	permitir, al- quilar
lie	[lai]	lay	[lei]	<i>lain</i>	[lein]	tumbarse, ya- cer
light	[lait]	lit	[lit]	<i>lit</i>	[lit]	encender, alumbrar
lose	[lu:z]	lost	[lost]	<i>lost</i>	[lost]	perder
make	[meik]	made	[meid]	<i>made</i>	[meid]	hacer, fabri- car
may	[mei]	might	[mait]	—	—	posibilidad, permiso (v. defec- tivo)
mean	[mi:n]	meant	[ment]	<i>meant</i>	[ment]	significar, in- tentar, des- tinar
meet	[mi:t]	met	[met]	<i>met</i>	[met]	encontrar, tropezar con
mistake	[mis'teik]	mistook	[mis'tuk]	<i>mistaken</i>	[mis'teikən]	equivocar, to- mar por otra cosa
must	[mʌst]	—	—	—	—	obligación, deducción (v. defec- tivo)
ought	[o:t]	—	—	—	—	deber moral (v. defec- tivo)
overcome	[əuvə'kʌm]	overcame	[əuvə'keim]	<i>overcome</i>	[əuvə'kʌm]	derrotar, vencer
pay	[pei]	paid	[peid]	<i>paid</i>	[peid]	pagar
put	[put]	put	[put]	<i>put</i>	[put]	poner
read	[ri:d]	read	[red]	<i>read</i>	[red]	leer
ride	[raid]	rode	[rəud]	<i>ridden</i>	[ridən]	cabalgar, montar

Present		Past		Past Participle		Significado
ring	[riŋ]	rang	[raŋ]	<i>rung</i>	[raŋ]	tocar, repicar campanas, sonar
rise	[raiz]	rose	[rəuz]	<i>risen</i>	[ˈrizən]	levantarse, surgir
run	[rʌn]	ran	[rʌn]	<i>run</i>	[rʌn]	correr
say	[sei]	said	[sed]	<i>said</i>	[sed]	decir
see	[si:]	saw	[so:]	<i>seen</i>	[si:n]	ver
seek	[si:k]	sought	[so:t]	<i>sought</i>	[so:t]	buscar
sell	[sel]	sold	[səuld]	<i>sold</i>	[səuld]	vender
send	[send]	sent	[sent]	<i>sent</i>	[sent]	enviar, mandar
set	[set]	set	[set]	<i>set</i>	[set]	poner, colocar
shake	[ʃeik]	shook	[ʃuk]	<i>shaken</i>	[ˈʃeikən]	sacudir, agitar
shine	[ʃain]	shone	[ʃon]	<i>shone</i>	[ʃon]	brillar, lucir
shoot	[ʃu:t]	shot	[ʃot]	<i>shot</i>	[ʃot]	disparar, matar
show	[ʃəu]	showed	[ʃəud]	<i>shown</i>	[ʃəun]	mostrar, enseñar
shut	[ʃʌt]	shut	[ʃʌt]	<i>shut</i>	[ʃʌt]	cerrar
sing	[siŋ]	sang	[saŋ]	<i>sung</i>	[saŋ]	cantar
sit	[sit]	sat	[sat]	<i>sat</i>	[sat]	sentarse
sleep	[sli:p]	slept	[slept]	<i>slept</i>	[slept]	dormir
smell	[smel]	smelt	[smelt]	<i>smelt</i>	[smelt]	oler
sow	[səu]	sowed	[səud]	<i>sown</i>	[səun]	sembrar
speak	[spi:k]	spoke	[spəuk]	<i>spoken</i>	[ˈspəukən]	hablar
spell	[spel]	spelt	[spelt]	<i>spelt</i>	[spelt]	deletrear
spend	[spend]	spent	[spent]	<i>spent</i>	[spent]	gastar, pasar
spit	[spit]	spat	[spat]	<i>spat</i>	[spat]	escupir
spoil	[spoil]	spoilt	[spoilt]	<i>spoilt</i>	[spoilt]	estropear, mimar
spread	[spred]	spread	[spred]	<i>spread</i>	[spred]	extender, esparcir
spring	[sprɪŋ]	sprang	[sprʌŋ]	<i>sprung</i>	[sprʌŋ]	saltar, brotar
stand	[stand]	stood	[stud]	<i>stood</i>	[stud]	estar o ponerse en pie
steal	[sti:l]	stole	[stəul]	<i>stolen</i>	[ˈstəulən]	robar
stick	[stik]	stuck	[stʌk]	<i>stuck</i>	[stʌk]	pegar, clavar
strike	[straik]	struck	[strʌk]	<i>struck</i>	[strʌk]	pegar, golpear
swear	[swɛə(r)]	swore	[swɔ:(r)]	<i>sworn</i>	[swɔ:n]	jurar, blasfemar
swell	[swel]	swelled	[sweld]	<i>swollen</i>	[ˈswəulən]	hinchar, hincharse
sweep	[swi:p]	swept	[swept]	<i>swept</i>	[swept]	barrer
swim	[swim]	swam	[swam]	<i>swum</i>	[swam]	nadar

Present		Past		Past Participle		Significado
take	[teik]	took	[tuk]	<i>taken</i>	['teikən]	tomar, llevar
teach	[ti:tʃ]	taught	[to:t]	<i>taught</i>	[to:t]	enseñar
tell	[tel]	told	[təuld]	<i>told</i>	[təuld]	contar, narrar, referir
think	[θiŋk]	thought	[θo:t]	<i>thought</i>	[θo:t]	pensar, creer
throw	[θrəu]	threw	[θru:]	<i>thrown</i>	[θrəun]	lanzar, arrojar
understand	[ʌndə'stænd]	understood	[ʌndə'stʊd]	<i>understood</i>	[ʌndə'stʊd]	comprender, entender
undertake	[ʌndə'teik]	undertook	[ʌndə'tuk]	<i>undertaken</i>	[ʌndə'teikən]	emprender, acometer
wake	[weik]	woke	[wəuk]	<i>woken</i>	['wəukən]	despertar, despertarse
wear	[weə(r)]	wore	[wo:(r)]	<i>worn</i>	[wo:n]	usar, llevar puesto
weep	[wi:p]	wept	[wept]	<i>wept</i>	[wept]	llorar
win	[win]	won	[wʌn]	<i>won</i>	[wʌn]	ganar, vencer
wind	[waɪnd]	wound	[waʊnd]	<i>wound</i>	[waʊnd]	enrollar, ensortijar
write	[raɪt]	wrote	[rəʊt]	<i>written</i>	['ritən]	escribir

REGULAR VERBS

Verbos regulares, en orden alfabético, que aparecen en los libros 1.º, 2.º y 3.º de esta obra; y en los libros "Red Primer" y "Readers", 1, 2, 3, por Michael West.

<i>abandon</i>	[ə'bandən]	abandonar, renunciar	<i>arrange</i>	[ə'reindʒ]	disponer, arreglar
<i>accept</i>	[ək'sept]	aceptar, ad- mitir	<i>arrive</i>	[ə'raiv]	llegar
<i>accompany</i>	[ə'kʌmpəni]	acompañar	<i>ask</i>	[a:sk]	preguntar
<i>accuse</i>	[ə'kuj:z]	acusar, culpar	<i>ask for</i>	[a:sk 'fo:(r)]	preguntar, pedir
<i>act</i>	[akt]	actuar, obrar	<i>ask to</i>	[a:sk tu]	invitar
<i>add</i>	[ad]	sumar, añadir	<i>attempt</i>	[ə'tempt]	intentar, pro- bar
<i>adjust</i>	[ə'dʒʌst]	ajustar, aco- plar	<i>attend</i>	[ə'tend]	atender, asis- tir
<i>admit</i>	[əd'mit]	admitir, reco- nocer	<i>authorize</i>	[o:θəraiz]	autorizar
<i>advance</i>	[əd'va:ns]	avanzar	<i>avoid</i>	[ə'void]	evitar, eludir
<i>agree</i>	[ə'gri:]	convenir, po- nerse de acuerdo	<i>await</i>	[ə'weit]	esperar
			<i>bar</i>	[ba:(r)]	obstruir, ba- rrear
<i>aim</i>	[eim]	apuntar, pre- tender, aspi- rar a	<i>bathe</i>	[beið]	bañarse, ba- ñar
<i>allow</i>	[ə'lau]	permitir, de- jar	<i>behave</i>	[bi'heiv]	comportarse, conducirse
<i>amount</i>	[ə'maunt]	ascender, su- mar	<i>believe</i>	[bi'li:v]	creer
<i>announce</i>	[ə'nauns]	anunciar, no- tificar	<i>belong</i>	[bi'lɒŋ]	pertenecer
<i>answer</i>	[a:nsə(r)]	contestar, res- ponder	<i>beware</i>	[bi'weə(r)]	cuidar de, guardarse
<i>appeal</i>	[ə'pi:l]	clamar, recu- rrir	<i>bless</i>	[bles]	bendecir
<i>appear</i>	[ə'piə(r)]	aparecer, pa- recer	<i>boil</i>	[boil]	hervir, cocer
<i>appoint</i>	[ə'point]	nombrar, designar	<i>book</i>	[buk]	sacar una en- trada o bi- llete, encar- gar
<i>approach</i>	[ə'prəʊtʃ]	acercarse, aproximarse	<i>borrow</i>	[bɒrəʊ]	pedir pres- tado
<i>approve</i>	[ə'pru:v]	aprobar, con- sentir	<i>bow</i>	[bau]	encorvarse, saludar in- clinándose
			<i>breathe</i>	[bri:ð]	respirar
			<i>brush</i>	[brʌʃ]	cepillar

<i>bury</i>	['beri]	enterrar, sepultar	<i>concentrate</i>	['konsentreit]	concentrar, reunirse
<i>button</i>	['bʌtn]	abotonar	<i>confirm</i>	[kən'fə:m]	confirmar
<i>call</i>	[ko:l]	llamar	<i>congratulate</i>	[kən'gratjuleit]	felicitar
<i>call in</i>	['ko:l 'in]	hacer entrar	<i>conquer</i>	['kɒŋkə(r)]	conquistar
<i>call on</i>	['ko:l 'on]	visitar	<i>consider</i>	[kən'sidə(r)]	considerar
<i>call out</i>	['ko:l 'aʊt]	gritar, vocear	<i>consist</i>	[kən'sist]	consistir en
<i>call up</i>	['ko:l 'ʌp]	telefonar, recordar	<i>contain</i>	[kən'tein]	contener
<i>carry</i>	['kari]	llevar, acarrear	<i>continue</i>	[kən'tinju]	continuar, seguir
<i>carry out</i>	['kari 'aʊt]	ejecutar, hacer	<i>convince</i>	[kən'vins]	convencerse, persuadir
<i>cash</i>	[kʌʃ]	cobrar, convertir en dinero efectivo	<i>cook</i>	[kuk]	cocinar, guisar
<i>cause</i>	[ko:z]	causar, producir	<i>copy</i>	['kopi]	copiar
<i>chance</i>	[tʃa:ns]	suceder, dar la casualidad	<i>correspond</i>	[kɒris'pɒnd]	corresponder
<i>change</i>	[tʃeɪndʒ]	cambiar, modificar	<i>cough</i>	[kɒf]	toser
<i>change into, to</i>	['tʃeɪnd 'ɪntu, 'tu]	transformar	<i>count</i>	[kaʊnt]	contar
<i>check</i>	[tʃek]	revisar, comprobar	<i>court</i>	[ko:t]	cortejar, festejar
<i>christen</i>	['krisn]	bautizar	<i>cover</i>	['kʌvə(r)]	cubrir, tapar
<i>chuck</i>	[tʃʌk]	echar, arrojar	<i>crawl</i>	[kro:l]	arrastrarse
<i>clap</i>	[klap]	aplaudir, dar palmadas	<i>create</i>	[kri'eit]	producir, causar, crear
<i>clean</i>	[kli:n]	limpiar	<i>credit</i>	['kredit]	abonar, acreditar
<i>clear</i>	[kliə(r)]	quitar estorbos, aclarar	<i>cross</i>	[kros]	cruzar
<i>climb</i>	[klaɪm]	trepar, escalar	<i>crowd</i>	[kraʊd]	congregarse, apiñarse
<i>close</i>	[kləʊs]	cerrar	<i>crown</i>	[kraʊn]	coronar
<i>coast</i>	[kəʊst]	costear (mar)	<i>cry</i>	[krai]	llorar, exclamar
<i>colour</i>	['kʌlə(r)]	colorear, pintar	<i>cry out</i>	['krai 'aʊt]	gritar
<i>comb</i>	[kəʊm]	peinar	<i>dance</i>	[da:ns]	bailar
<i>command</i>	[kə'ma:nd]	ordenar, mandar	<i>decide</i>	[di'said]	decidir, resolver
<i>compare</i>	[kəm'pɛə(r)]	comparar	<i>decorate</i>	['dekəreit]	decorar
<i>complain</i>	[kəm'pleɪn]	quejarse	<i>dedicate</i>	['dedikeit]	dedicar, consagrar
<i>complete</i>	[kəm'pli:t]	acabar, completar	<i>delay</i>	[di'lei]	demorar, entretener
			<i>deny</i>	[di'nai]	negar
			<i>depend on</i>	[di'pend 'on]	depender de
			<i>desert</i>	[di'zə:t]	desertar, abandonar
			<i>deserve</i>	[di'zə:v]	merecer
			<i>design</i>	[di'zain]	proyectar, idear

<i>desire</i>	[di'zaiə(r)]	desear	<i>entertain</i>	[entə'tein]	obsequiar,
<i>destroy</i>	[dis'troi]	destrózar,			agasajar
		destruir	<i>erase</i>	[i'reiz]	borrar
<i>determine</i>	[di'tə:min]	determinar,	<i>escape</i>	[is'keip]	escapar, huir
		decidir	<i>examine</i>	[ig'zamin]	examinar,
<i>detest</i>	[di'test]	detestar,			inspeccionar
		odiar	<i>exchange</i>	[iks'tʃeindʒ]	cambiar,
<i>develop</i>	[di'veləp]	desarrollar,			canjear
		revelar	<i>excuse</i>	[iks'kju:z]	disculpar,
<i>dial</i>	[di'ðaiəl]	llamar por teléfono,			excusar
		marcar	<i>exhibit</i>	[ig'zibit]	exhibir, mostrar
<i>die</i>	[dai]	morir			
<i>disappear</i>	[disə'piə(r)]	desaparecer	<i>expect</i>	[iks'pekt]	esperar,
<i>discover</i>	[dis'kʌvə(r)]	descubrir			contar con
<i>discuss</i>	[dis'kʌs]	discutir	<i>explain</i>	[iks'plein]	explicar
<i>dislike</i>	[dis'laik]	no gustar de	<i>explode</i>	[iks'pləud]	estallar, hacer explosión
<i>disturb</i>	[dis'tə:b]	molestar, perturbar	<i>export</i>	[eks'po:t]	exportar
		zambullirse, bucear	<i>express</i>	[iks'pres]	expresar, manifestar
<i>dive</i>	[daiv]	dividir			extender,
<i>divide</i>	[di'vaid]	vestir, vestirse	<i>extend</i>	[iks'tend]	alargar
<i>dress</i>	[dres]	dejar caer, gotear	<i>extinguish</i>	[iks'tingwiʃ]	extinguir, apagar
<i>drop</i>	[drop]	redoblar, tocar el tambor			no aprobar, fracasar
<i>drum</i>	[drʌm]	secar, desecar	<i>fail</i>	[feil]	cultivar, labrar la tierra
		quitar el polvo, sacudir	<i>farm</i>	[fa:m]	abrochar, amarrar
<i>dry</i>	[drai]	ganar, merecer			
<i>dust</i>	[dʌst]	cercar, incluir	<i>fasten</i>	[fa:sn]	favorecer
<i>earn</i>	[ə:n]	animar, estimular	<i>favour</i>	[faivə(r)]	temer
		acabar, terminar	<i>fear</i>	[fiə(r)]	llenar
<i>enclose</i>	[in'kləuz]	soportar, aguantar	<i>fill</i>	[fil]	rellenar
<i>encourage</i>	[in'kʌridʒ]	emplear, comprometerse	<i>fill in</i>	[fil'in]	rellenar
		disfrutar, gozar, saborear	<i>fill out</i>	[fil'aut]	acabar, terminar
<i>end</i>	[end]	entrar	<i>finish</i>	[finiʃ]	disparar, hacer fuego
<i>endure</i>	[in'djuə(r)]		<i>fire</i>	[faie(r)]	pescar
			<i>fish</i>	[fiʃ]	adaptarse,
<i>engage</i>	[in'geidʒ]		<i>fit</i>	[fit]	ir bien
			<i>fit up</i>	[fit'ʌp]	acondicionar, equipar
<i>enjoy</i>	[in'dʒoi]		<i>fix</i>	[fiks]	fijar sujetar
			<i>flatter</i>	[flatə(r)]	adular, halagar
<i>enter</i>	[entə(r)]				

<i>flow</i>	[fləu]	fluir, correr, manar	<i>improve</i>	[im'pru:v]	mejorar, perfeccionar
<i>follow</i>	['fələu]	seguir, per- seguir	<i>include</i>	[in'klud]	incluir, com- prender
<i>force</i>	[fo:s]	obligar, forzar	<i>increase</i>	[in'kris]	aumentar, in- crementar
<i>form</i>	[fo:m]	formar	<i>insist</i>	[in'sist]	insistir
<i>found</i>	[faund]	fundar	<i>inspect</i>	[in'spekt]	examinar, inspeccio- nar
<i>furnish</i>	['fə:niʃ]	proveer, su- ministrar	<i>install</i>	[in'sto:l]	instalar, colocar
<i>gain</i>	[gein]	ganar	<i>intend</i>	[in'tend]	intentar, pro- yectar
<i>gather</i>	['gəðə(r)]	recoger, juntar	<i>interest</i>	['intrist]	interesar
<i>glimmer</i>	['glimə(r)]	brillar, relucir	<i>introduce</i>	[intrə'dju:s]	presentar, introducir
<i>govern</i>	['gʌvən]	gobernar, regir	<i>invent</i>	[in'vent]	inventar
<i>grant</i>	[gra:nt]	otorgar, conceder	<i>invest</i>	[in'vest]	invertir
<i>grasp</i>	[gra:sp]	agarrar, asir	<i>invite</i>	[in'vait]	invitar, con- vidar
<i>greet</i>	[gri:t]	saludar, en- contrarse	<i>join</i>	[dʒoin]	unir, juntar
<i>guard</i>	[ga:d]	guardar, pro- teger	<i>joint</i>	[dʒoint]	juntar, unir
<i>guide</i>	[gaid]	guiar	<i>jump</i>	[dʒʌmp]	saltar, brincar
<i>hand</i>	[hand]	entregar, dar	<i>kick</i>	[kik]	dar patadas, cocear
<i>handle</i>	['handl]	manejar, diri- gir	<i>kill</i>	[kil]	matar
<i>hang</i>	[hang]	ahorcar	<i>kiss</i>	[kis]	besar
<i>happen</i>	['həpən]	suceder, pasar	<i>knock</i>	[nok]	golpear, dar con los nu- dillos
<i>hatch</i>	[hatʃ]	empollar, incubar	<i>land</i>	[land]	aterrizar, des- embarcar
<i>hate</i>	[heit]	odiar, detes- tar	<i>last</i>	[la:st]	durar
<i>heat</i>	[hi:t]	calentar	<i>laugh at</i>	['la:f at/ət]	reír, reirse
<i>help</i>	[help]	ayudar	<i>lie</i>	[lai]	mentir
<i>hire</i>	['haie(r)]	alquilar, arrendar	<i>lift</i>	[lift]	levantar, elevantar
<i>honour</i>	['onə(r)]	honrar	<i>like</i>	[laik]	gustar, agra- dar
<i>hop</i>	[hop]	andar a la pata coja	<i>listen</i>	['lɪsn]	escuchar
<i>hope</i>	[həup]	esperar	<i>live</i>	[liv]	vivir
<i>howl</i>	[haul]	aullar, rugir	<i>load</i>	[ləud]	cargar
<i>hunt</i>	[hʌnt]	cazar	<i>lock</i>	[lok]	cerrar con llave, trancar
<i>hurry</i>	['hʌri]	apresurarse, darse prisa	<i>look</i>	[luk]	parecer
<i>imagine</i>	[i'mədʒɪn]	imaginarse	<i>look after</i>	['luk 'a:ftə(r)]	cuidar
<i>import</i>	[im'pɔ:t]	importar	<i>look at</i>	['luk 'at]	mirar
<i>impress</i>	[im'pres]	imprimir, grabar			

<i>look for</i>	[ˈlʊk ˈfo:(r)]	buscar	<i>occupy</i>	[ˈɒkjʊpaɪ]	ocupar, em- plear
<i>look like</i>	[ˈlʊk ˈlaɪk]	parecerse a			tiempo
<i>look up</i>	[ˈlʊk ˈʌp]	visitar a una persona	<i>offer</i>	[ˈɒfə(r)]	ofrecer
<i>love</i>	[lʌv]	amar, querer	<i>open</i>	[ˈəʊpən]	abrir
<i>lower</i>	[ˈləʊə(r)]	hacer descen- der, bajar	<i>operate</i>	[ˈɒpəreɪt]	hacer funcio- nar, operar
<i>manage</i>	[ˈmænɪdʒ]	gobernar, administrar	<i>order</i>	[ˈɔ:də(r)]	ordenar, en- cargar
<i>march</i>	[mɑ:tʃ]	marchar, desfilear	<i>overlook</i>	[əʊvəˈlʊk]	tener vista a, dar o caer a
<i>mark</i>	[mɑ:k]	marcar, señalar	<i>own</i>	[əʊn]	poseer
<i>marry</i>	[ˈmæri]	casarse	<i>paint</i>	[peɪnt]	pintar
<i>match</i>	[mætʃ]	ir bien, hacer juego	<i>paper</i>	[ˈpeɪpə(r)]	empapelar
			<i>pare</i>	[peə(r)]	mondar, pe- lar
<i>matter</i>	[ˈmætə(r)]	importar, hacer al caso	<i>park</i>	[pɑ:k]	aparcar
			<i>pass</i>	[pɑ:s]	pasar, cruzar
<i>measure</i>	[ˈmeʒə(r)]	medir	<i>permit</i>	[pəˈmɪt]	permitir, dejar
<i>mend</i>	[mend]	componer, reparar	<i>pick</i>	[pɪk]	coger, picar
<i>mention</i>	[ˈmenʃən]	mencionar, aludir	<i>pick up</i>	[ˈpɪk ˈʌp]	recoger, le- vantar
<i>milk</i>	[mɪlk]	ordeñar	<i>place</i>	[pleɪs]	colocar, poner
<i>mind</i>	[maɪnd]	importar, tener incon- veniente	<i>plan</i>	[plæn]	planear, idear
			<i>plant</i>	[plɑ:nt]	plantar
<i>miss</i>	[mɪs]	perder, añorar	<i>plash</i>	[plɑ:f]	chapotear
			<i>play</i>	[pleɪ]	jugar, tocar
<i>mix</i>	[mɪks]	mezclar	<i>plead guilty</i>	[ˈpli:d ˈgɪlti]	confesarse
<i>moan</i>	[məʊn]	gemir, lamentarse	<i>please</i>	[pli:z]	culpable
					agradar, sa- tisfacer
<i>mount</i>	[maʊnt]	montar, ca- balgar	<i>point</i>	[poɪnt]	apuntar, se- ñalar
<i>move</i>	[mu:v]	mover, tras- ladarse	<i>polish</i>	[ˈpɒlɪʃ]	pulir, puli- mentar
<i>name</i>	[neɪm]	nombrar, llamar	<i>post</i>	[pəʊst]	echar al co- rreo
<i>need</i>	[ni:d]	necesitar	<i>postpone</i>	[pəʊstˈpəʊn]	posponer, aplazar
<i>neglect</i>	[niˈgлект]	descuidar, olvidar	<i>pour</i>	[po:(r)]	verter, echar
<i>notice</i>	[ˈnəʊtɪs]	observar, notar	<i>practise</i>	[ˈpræktɪs]	practicar
			<i>pray</i>	[preɪ]	rezar, rogar
<i>object</i>	[əbˈdʒekt]	objetar, po- ner reparos	<i>prefer</i>	[priˈfə:(r)]	preferir
			<i>prepare</i>	[priˈpeə(r)]	preparar, dis- poner
<i>obtain</i>	[əbˈteɪn]	obtener, conseguir	<i>present</i>	[priˈzent]	presentar, regalar

<i>preserve</i>	[pri'zə:v]	preservar, conservar	<i>refuse</i>	[ri'fju:z]	rehusar, ne- garse
<i>press</i>	[pres]	comprimir, apretar	<i>remain</i>	[ri'mein]	permanecer, estarse
<i>pretend</i>	[pri'tend]	pretender, in- tentar	<i>remember</i>	[ri'membə(r)]	recordar
<i>prevent</i>	[pri:'vent]	evitar, impe- dir	<i>remind</i>	[ri'maind]	traer a la me- moria, re- cordar
<i>prick</i>	[prik]	pinchar, pi- car, punzar	<i>remove</i>	[ri'mu:v]	llevar, trasla- darse, qui- tar
<i>proclaim</i>	[prə'kleim]	proclamar, publicar	<i>rent</i>	[rent]	alquilar, arrendar
<i>produce</i>	[prə'dju:s]	producir, pre- sentar	<i>repeat</i>	[ri'pi:t]	repetir
<i>promise</i>	[ˈpromis]	prometer	<i>reply</i>	[ri'plai]	contestar
<i>promote</i>	[prə'məut]	desarrollar, fomentar	<i>report</i>	[ri'po:t]	informar, ma- nifestar
<i>propose</i>	[prə'pəuz]	proponer, su- gerir	<i>represent</i>	[repri'zent]	representar
<i>prove</i>	[pru:v]	probar, de- mostrar	<i>require</i>	[ri'kwaɪə(r)]	requerir, exigir
<i>provide</i>	[prə'vaid]	proveer, pro- porcionar, surtir	<i>rescue</i>	[ˈreskju:]	rescatar, sal- var
<i>pull</i>	[pul]	tirar de, esti- rar	<i>resemble</i>	[ri'zembl]	parecerse a
<i>pull down</i>	[ˈpul ˈdaun]	derruir, derri- bar	<i>reserve</i>	[ri'zə:v]	reservar, guardar
<i>punish</i>	[ˈpʌniʃ]	castigar	<i>rest</i>	[rest]	descansar
<i>quarrel</i>	[ˈkwɔrəl]	reñir, pe- learse	<i>restore</i>	[ris'to:(r)]	restituir, res- taurar
<i>quibble</i>	[ˈkwibl]	hacer juego de palabras	<i>result</i>	[ri'sʌlt]	resultar
<i>rain</i>	[rein]	llover	<i>return</i>	[ri'tə:n]	volver, re- gresar
<i>raise</i>	[reiz]	levantar, al- zar, criar	<i>risk</i>	[risk]	arriesgar, exponer
<i>reach</i>	[ri:tʃ]	alcanzar, lle- gar	<i>roast</i>	[rəʊst]	asar, tostar
<i>realize</i>	[ˈriəlaiz]	darse cuenta, ver	<i>rock</i>	[rok]	mecer, balan- cear
<i>receive</i>	[ri'si:v]	recibir	<i>roll</i>	[rɒl]	rodar, allanar
<i>recognize</i>	[ˈrekəɡnaiz]	reconocer, admitir	<i>rub</i>	[rʌb]	frotar, res- tregar
<i>record</i>	[ri'ko:d]	registrar, archivar	<i>rule</i>	[ru:l]	gobernar, regir
<i>refine</i>	[ri'fain]	refinar, purificar	<i>rush</i>	[rʌʃ]	precipitarse, abalanzarse
<i>reform</i>	[ri'fo:m]	reformular, co- rregir	<i>sail</i>	[seil]	navegar, via- jar por mar
			<i>salt</i>	[so:lt]	salar, sazonar
			<i>save</i>	[seiv]	salvar, ahor- rar

<i>scatter</i>	[ˈskætə(r)]	esparcir, desparramar	<i>stay</i>	[stei]	permanecer, estarse
<i>search</i>	[sə:tʃ]	buscar, explorar	<i>step</i>	[step]	dar pasos, andar
<i>seat</i>	[si:t]	tener asientos, sentar	<i>stick</i>	[stik]	clavar, introducir
<i>seem</i>	[si:m]	parecer, parecerle a uno	<i>stop</i>	[stop]	parar, detenerse
<i>seize</i>	[si:z]	agarrar, coger, decomisar	<i>store</i>	[sto:(r)]	almacenar
<i>separate</i>	[ˈsepəreit]	separar	<i>stretch</i>	[stretʃ]	estirar, extenderse
<i>serve</i>	[sə:v]	servir, ser útil	<i>study</i>	[ˈstʌdi]	estudiar
<i>settle</i>	[ˈsetl]	establecerse, asentarse	<i>succeed</i>	[səkˈsi:d]	lograr, tener éxito
<i>sew</i>	[səu]	coser	<i>suck</i>	[sʌk]	chupar, sorber
<i>shade</i>	[ʃeid]	sombrear	<i>suffer</i>	[ˈsʌfə(r)]	sufrir, padecer
<i>share</i>	[ʃeə(r)]	compartir, participar	<i>suggest</i>	[səˈdʒest]	sugerir, insinuar
<i>shave</i>	[ʃeiv]	afeitarse, afeitar	<i>sun-bathe</i>	[ˈsʌn-beið]	tomar baños de sol
<i>shout</i>	[ʃaut]	gritar, exclamar	<i>supply</i>	[səˈplai]	suministrar, proveer
<i>shower</i>			<i>suppose</i>	[səˈpəuz]	suponer
<i>upon</i>	[ˈʃəʊər əˈpɒn]	derramar con abundancia	<i>surprise</i>	[səˈpraiz]	sorprender
<i>sigh</i>	[sai]	suspirar	<i>switch</i>	[switʃ]	cambiar la dirección de la corriente
<i>sign</i>	[sain]	firmar	<i>switch on</i>	[ˈswitʃ ˈɒn]	conectar, enchufar
<i>slip</i>	[slip]	resbalar, deslizarse	<i>talk</i>	[to:k]	charlar, hablar
<i>smoke</i>	[sməuk]	fumar	<i>taste</i>	[teist]	paladear, saber
<i>snap</i>	[snap]	cortar la palabra	<i>taxi</i>	[ˈtaksi]	rodar sobre el suelo (aviones)
<i>snow</i>	[snəu]	nevar			fastidiar, molestar
<i>solve</i>	[solv]	resolver, aclarar			telefonar
<i>sort</i>	[so:t]	clasificar, ordenar	<i>tease</i>	[ti:z]	agradecer, dar las gracias
<i>sound</i>	[saund]	sonar	<i>telephone</i>	[ˈtelifəʊn]	introducir, meter
<i>spoil</i>	[spoil]	estropear, echar a perder	<i>thank</i>	[θaŋk]	asear, limpiar
<i>stamp</i>	[stamp]	estampillar, franquear	<i>thrust</i>	[θrʌst]	atar
<i>start</i>	[sta:t]	partir, marchar, poner en marcha	<i>tidy</i>	[ˈtaidi]	cansar
			<i>tie</i>	[tai]	
			<i>tire</i>	[ˈtaɪə(r)]	

<i>touch</i>	[tʌtʃ]	tocar, palpar	<i>wander</i>	['wɒndə(r)]	vagar, deambular
<i>train</i>	[treɪn]	adiestrar, entrenar	<i>want</i>	[wɒnt]	querer, necesitar
<i>transfer</i>	[træns'fɜ:(r)]	transferir, pasar	<i>warm</i>	[wɔ:m]	calentar
<i>translate</i>	[træns'leɪt]	traducir	<i>wash</i>	[wɒʃ]	lavar
<i>travel</i>	['trævl]	viajar	<i>wash up</i>	['wɒʃ 'ʌp]	fregar
<i>treat</i>	[tri:t]	tratar	<i>waste</i>	[weɪst]	malgastar, desperdiciar
<i>trouble</i>	['trʌbl]	molestar			
<i>trust</i>	[trʌst]	confiar	<i>watch</i>	[wɒtʃ]	vigilar, observar
<i>try</i>	[traɪ]	probar, intentar	<i>water</i>	['wɔ:tə(r)]	regar
<i>turn</i>	[tɜ:n]	girar, dar vueltas	<i>wave</i>	[weɪv]	agitar, ondear
<i>type</i>	[taɪp]	escribir a máquina	<i>weigh</i>	[wei]	pesar
<i>unfasten</i>	['ʌn'fɑ:sn]	aflojar, soltar, desatar	<i>wet</i>	[wet]	mojar, humedecer
<i>unpack</i>	['ʌn'pæk]	desembalar	<i>wheel</i>	[wi:l]	transportar, hacer rodar, cambiar de rumbo
<i>use</i>	[ju:z]	usar, emplear			
<i>vary</i>	['vɛəri]	variar, cambiar	<i>wish</i>	[wɪʃ]	desear
<i>venture</i>	['ventʃə(r)]	aventurar, arriesgarse	<i>witness</i>	['wɪtnɪs]	presenciar, testificar
<i>visit</i>	['vɪzɪt]	visitar	<i>work</i>	[wɜ:k]	trabajar
<i>voyage</i>	[vɔɪdʒ]	navegar, viajar	<i>worry</i>	['wʌri]	preocuparse, inquietarse
<i>wait</i>	[weɪt]	esperar	<i>wound</i>	[wu:nd]	herir
<i>walk</i>	[wɔ:k]	andar, caminar, pasear			

VOCABULARY

Lista de palabras, en orden alfabético, que aparecen en los libros 1.º, 2.º y 3.º de esta obra, y en los libros "Red Primer" y "Readers" 1, 2, 3, por Michael West.

NOTA.—En este vocabulario no están los significados de los verbos regulares e irregulares, que van en lista aparte.

ABREVIATURAS: v. r. = *verbo regular*; v. i. = *verbo irregular*; p. per. = *pronombre personal*; p. pos. = *pronombre posesivo*; a. pos. = *adjetivo posesivo*; s. = *sujeto*; ob. = *objeto*; n. = *nombre*; a. = *adjetivo*; adv. = *adverbio*.

— A —					
<i>a = an</i>	[ei/ə = an/ ən/n]	un, una	<i>adjust</i>	[ə'dʒʌst]	v. r.
<i>abandon</i>	[ə'bandən]	v. r.	<i>admiral</i>	[ˈadmərəl]	almirante
<i>abbey</i>	[ˈabi]	abadía	<i>admit</i>	[əd'mit]	v. r.
<i>able</i>	[ˈeibl]	capaz, hábil	<i>adult</i>	[ˈadʌlt]	adulto
<i>-able</i>	[-əbl]	(sufijo)	<i>advance</i>	[əd'vɑ:ns]	v. r.
<i>about</i>	[ə'baʊt]	acerca de,	<i>advisable</i>	[əd'vaɪzəbl]	aconsejable
		sobre	<i>aeroplane</i>	[ˈɛərəpleɪn]	aeroplano
<i>above</i>	[ə'baʊ]	encima, sobre	<i>affair</i>	[ə'feə(r)]	asunto, cues- tión
<i>abroad</i>	[ə'bro:d]	fuera, en el extranjero	<i>a few</i>	[ə 'fju:]	unos pocos, as.
<i>absent</i>	[ˈabsənt]	ausente	<i>affirmative</i>	[ə'fə:mətɪv]	afirmativo
<i>accept</i>	[ək'sept]	v. r.	<i>affirma- tively</i>	[ə'fə:mətɪvli]	afirmativa- mente
<i>accident</i>	[ˈaksɪdənt]	accidente	<i>afraid</i>	[ə'freɪd]	temeroso, atemorizado
<i>accompany</i>	[ə'kʌmpəni]	v. r.	<i>after</i>	[ˈɑ:ftə(r)]	después de
<i>according to</i>	[ə'ko:diŋ tu]	de acuerdo a	<i>afternoon</i>	[ˈɑ:ftə'nu:n]	tarde (n.)
<i>account</i>	[ə'kaʊnt]	cuenta, nota	<i>afterwards</i>	[ˈɑ:ftəwədʒ]	después
<i>accuse</i>	[ə'kju:z]	v. r.	<i>again</i>	[ə'geɪn/ə'gen]	de nuevo, otra vez
<i>accused</i>	[ə'kju:zd]	acusado			
<i>accustomed</i>	[ə'kʌstəmd]	acostumbrado	<i>again and again</i>	[ə'geɪn ənd ə'geɪn]	una y otra vez
<i>across</i>	[ə'kros]	a través de			
<i>act</i>	[akt]	v. r.	<i>against</i>	[ə'geɪnst]	contra
<i>act</i>	[akt]	acto, hecho, acción	<i>age</i>	[eidʒ]	edad, época
<i>actor</i>	[ˈaktə(r)]	actor	<i>ageless</i>	[ˈeidʒlis]	que no en- vejece
<i>actress</i>	[ˈaktrɪs]	actriz			
<i>add</i>	[ad]	v. r.			
<i>address</i>	[ə'dres]	dirección			

<i>agent</i>	[ˈeidʒənt]	agente	<i>aneroid</i>	[ˈanəroid]	aneroide
<i>ago</i>	[əˈgəʊ]	hace, ha	<i>anger</i>	[ˈaŋgə(r)]	enfado, enojo
<i>agree</i>	[əˈgri:]	v. r.	<i>angrily</i>	[ˈaŋgrili]	enojadamente, furiosamente
<i>agreeable</i>	[əˈgri:əbl]	agradable			
<i>aim</i>	[eim]	v. r.	<i>angry</i>	[ˈaŋgri]	enojado, furioso
<i>air</i>	[ɛə(r)]	aire			
<i>airfield</i>	[ˈɛəfi:ld]	campo de aviación	<i>animal</i>	[ˈaniməl]	animal
		aeromoza,	<i>ankle</i>	[ˈaŋkl]	tobillo
<i>airhostess</i>	[ˈɛəˈhəʊstis]	azafata	<i>announce</i>	[əˈnaʊns]	v. r.
		areolínea	<i>another</i>	[əˈnʌðə(r)]	otro, a new one
<i>airline</i>	[ˈɛəlain]	correo aéreo			
<i>air mail</i>	[ˈɛəmeil]	aeroplano	<i>answer</i>	[ˈa:nsə(r)]	v. r.
<i>airplane</i>	[ˈɛə-plein]	aeropuerto	<i>answer</i>	[ˈa:nsə(r)]	contestación
<i>airport</i>	[ˈɛəpo:t]	aches (letras)	<i>ant</i>	[ant]	hormiga
<i>itches</i>	[ˈeitʃiz]	vivo, con vida	<i>any</i>	[ˈeni]	cualquier, algún
<i>alive</i>	[əˈlaiv]	todo, a, os,			
<i>all</i>	[o:l]	as	<i>anybody</i>	[ˈenibodi]	alguien, alguno
<i>all by myself</i>	[ˈo:l bai maiˈself]	solo, sin ayuda	<i>anxious</i>	[ˈaŋʃəs]	inquieto, impaciente
		por todo	<i>anyone</i>	[ˈeniwʌn]	alguien, alguno
<i>all over</i>	[ˈo:l ˈəʊvə(r)]	v. r.	<i>any more</i>	[ˈeni ˈmo:(r)]	(más) no más
<i>allow</i>	[əˈlau]	perfectamente, bien	<i>anything</i>	[ˈeniθiŋ]	cualquier cosa
<i>all right</i>	[ˈo:l ˈrait]	casi, cerca de solo, sin	<i>any time</i>	[ˈeni ˈtaim]	cualquier hora
<i>almost</i>	[ˈo:lməʊst]	compañía	<i>anywhere</i>	[ˈeniwɛə(r)]	en cualquier parte
<i>alone</i>	[əˈləʊn]	a lo largo de			
<i>along</i>	[əˈləŋ]	mucho, a, os,	<i>appeal</i>	[əˈpi:l]	v. r.
<i>a lot of</i>	[əˈlət əv]	as	<i>appear</i>	[əˈpiə(r)]	v. r.
		ya	<i>apple</i>	[ˈapl]	manzana
<i>already</i>	[o:lˈredi]	también	<i>apple-tree</i>	[ˈapltri:]	manzano
<i>also</i>	[ˈo:lsəʊ]	aunque	<i>application</i>	[aplɪˈkeɪʃən]	solicitud, instancia
<i>although</i>	[o:lˈðəʊ]	siempre			
<i>always</i>	[ˈo:lwəz]	de to be	<i>appoint</i>	[əˈpoint]	v. r.
<i>am</i>	[am/əʃm/m]	asombro	<i>approach</i>	[əˈprəʊtʃ]	v. r.
<i>amazement</i>	[əˈmeɪzmənt]	Amazonas	<i>approve</i>	[əˈpru:v]	v. r.
<i>Amazon</i>	[ˈaməzən]	entre, en	<i>April</i>	[ˈeɪprəl]	abril
<i>among</i>	[əˈmʌŋ]	medio	<i>apron</i>	[ˈeɪprən]	zona de estacionamiento de aeronaves, delantal
		cantidad,			
<i>amount</i>	[əˈmaʊnt]	suma			
		v. r.	<i>Arab</i>	[ˈarəb]	árabe (n.)
<i>amount</i>	[əˈmaʊnt]	divertido	<i>Arabic</i>	[ˈarəbɪk]	árabe, arábigo
<i>amusing</i>	[əˈmju:ziŋ]	un, una	<i>are</i>	[a:(r)/ə(r)]	de to be
<i>an</i>	[an/ən/n]	v. r.	<i>area</i>	[ˈɛəriə]	extensión, área
<i>analyse</i>	[ˈanəlaɪz]	antiguo			
<i>ancient</i>	[ˈeɪnfənt]	y			
<i>and</i>	[and/ənd/n]				

<i>aren't</i>	[a:nt]	<i>are not</i>	<i>attend</i>	[ə'tend]	v. r.
<i>Argentina</i>	[a:dʒən'ti:nə]	Argentina	<i>attendant</i>	[ə'tendənt]	empleado,
<i>arm</i>	[a:m]	brazo			aprendiz
<i>arm-chair</i>	[ʼa:m'tʃɛə(r)]	butaca	<i>attention</i>	[ə'tenʃən]	atención,
<i>army</i>	[ʼa:mi]	ejército			cuidado
<i>around</i>	[ə'raʊnd]	alrededor de	<i>attractive</i>	[ə'traktiv]	atractivo,
<i>arrange</i>	[ə'reindʒ]	v. r.			atrayente
<i>arrive</i>	[ə'raiv]	v. r.	<i>audience</i>	[ʼo:dʒəns]	auditorio,
<i>art</i>	[a:t]	arte			público
<i>as</i>	[az]	como, pues,	<i>August</i>	[ʼo:gəst]	agosto
		ya que, tan	<i>aunt</i>	[a:nt]	tía
<i>as...as</i>	[əz ... əz]	tan... como	<i>Australia</i>	[os'treiljə]	Australia
<i>ashamed</i>	[ə'feimd]	avergonzado	<i>author</i>	[ʼo:θə(r)]	autor
<i>Asia</i>	[ʼeiʒə]	Asia	<i>authorize</i>	[ʼo:θəraiz]	v. r.
<i>as if</i>	[əz if]	como si	<i>automatic</i>	[o:tə'matic]	automático
<i>as soon as</i>	[əz 'su:n əz]	tan pronto	<i>Autumn</i>	[ʼo:təm]	otoño
		como	<i>avenue</i>	[ʼavənju:]	avenida
<i>as well as</i>	[əz 'wel əz]	tan bien	<i>avoid</i>	[ə'void]	v. r.
		como	<i>await</i>	[ə'weit]	v. r.
<i>ask</i>	[a:sk]	v. r.	<i>awake</i>	[ə'weik]	v. i.
<i>ask for</i>	[ʼa:sk 'fo:(r)/	v. r.	<i>awake</i>	[ə'weik]	despierto
	fə(r)]	v. r.	<i>away</i>	[ə'wei]	lejos,
<i>ask the way</i>	[ʼa:sk ðə 'wei]	preguntar el			distante
		camino	<i>awful</i>	[ʼo:ful]	horroroso,
<i>ask to</i>	[ʼa:sk tu]	v. r.			terrible
<i>aside</i>	[ə'said]	al lado,	<i>axe</i>	[aks]	hacha
		aparte			
<i>asleep</i>	[əs'li:p]	dormido (a.)			
<i>ass</i>	[as]	asno			
<i>assistant</i>	[ə'sistənt]	asistente,			
		ayudante			
<i>at</i>	[at/ət]	a, en, sobre	<i>baby</i>	[ʼbeibi]	bebé, infante
<i>ate</i>	[et]	de <i>to eat</i>	<i>back</i>	[bak]	lomo, espalda
<i>at all</i>	[ət 'o:l]	en absoluto	<i>back</i>	[bak]	(partícula)
<i>at first</i>	[ət 'fə:st]	al principio	<i>back and</i>		
<i>at home</i>	[ət 'həʊm]	en casa	<i>sides</i>	[ʼbakən 'saidz]	la parte de
<i>at last</i>	[ət 'la:st]	al fin, por			atrás y los
		último			lados
<i>at night</i>	[ət 'nait]	por la noche	<i>back-stroke</i>	[ʼbak strəʊk]	de espaldas
<i>atomic</i>	[ə'tomik]	atómico			(natación)
<i>at once</i>	[ət 'wʌns]	inmediata-	<i>backwards</i>	[ʼbakwədʒ]	hacia atrás
		mente	<i>bacon</i>	[ʼbeikən]	tocino,
					tocineta
<i>at the back</i>			<i>bad</i>	[bad]	malo
<i>of</i>	[ət ðə 'bak	detrás de	<i>badly</i>	[ʼbadii]	mal,
	əv]				malamente
<i>at the foot</i>			<i>bad-</i>		
<i>of</i>	[ət ðə 'fut	al pie de	<i>smelling</i>	[ʼbad'smeliŋ]	mal oliente
	əv]	v. r.	<i>bag</i>	[bag]	saco, talego
<i>attempt</i>	[ə'tempt]		<i>baker's</i>	[ʼbeikəz]	panadería

— B —

<i>baking-tin</i>	[ˈbeɪkɪŋ-tɪn]	molde de horno	<i>bear</i>	[bɛə(r)]	oso
<i>balcony</i>	[ˈbalkəni]	balcón	<i>bear</i>	[bɛə(r)]	v. i.
<i>ball</i>	[bɔ:l]	pelota, bola	<i>beard</i>	[biəd]	barba
<i>balloon</i>	[bəˈlu:n]	globo	<i>beast</i>	[bi:st]	bestia, animal
<i>ballpoint</i>	[ˈbo:l-point]	bolígrafo	<i>beat</i>	[bi:t]	v. i.
<i>band</i>	[bænd]	cinta, banda	<i>beautiful</i>	[ˈbju:tɪfʊl]	bello,
<i>bank</i>	[bæŋk]	loma, orilla, Banco	<i>beauty</i>	[ˈbju:ti]	hermoso hermosura, belleza
<i>bar</i>	[ba:(r)]	v. r.	<i>because</i>	[biˈkɔz]	porque
<i>basement</i>	[ˈbeɪsmənt]	sótano	<i>because of</i>	[biˈkɔz əv]	debido a
<i>basket</i>	[ˈba:skɪt]	cesto	<i>become</i>	[biˈkʌm]	v. i.
<i>bath</i>	[bɑ:θ]	baño	<i>bed</i>	[bed]	cama
<i>bathe</i>	[beɪð]	v. r.	<i>bedroom</i>	[ˈbedrʊm]	dormitorio
<i>bathing</i>	[ˈbeɪðɪŋ]	baño	<i>bee</i>	[bi:]	abeja
<i>bathing-costume</i>	[ˈbeɪðɪŋ ˈkɒstju:m]	traje de baño	<i>beef</i>	[bi:f]	carne de vaca
<i>bath-room</i>	[ˈba:θrʊm]	cuarto de baño	<i>been</i>	[bi:n/bin]	sido, estado
<i>bathtub</i>	[ˈba:θtʌb]	bañera	<i>beer</i>	[biə(r)]	cerveza
<i>bathing-suit</i>	[ˈbeɪðɪŋ su:t]	traje de baño	<i>before</i>	[biˈfo:(r)]	delante de, delante
<i>battle</i>	[ˈbʌtl]	batalla	<i>before</i>	[biˈfo:(r)]	antes
<i>bay</i>	[beɪ]	bahía	<i>beggar</i>	[ˈbegə(r)]	mendigo
<i>B. C.</i>	[ˈbi: ˈsi:]	before Christ	<i>begin</i>	[biˈɡɪn]	v. i.
<i>be</i>	[bi:/bi]	v. i.	<i>behave</i>	[biˈheɪv]	v. r.
<i>be afraid of</i>	[ˈbi: əˈfreɪd əv]	tener miedo de	<i>behaviour</i>	[biˈheɪvjə(r)]	conducta, proceder
<i>be back</i>	[ˈbi: ˈbʌk]	estar de vuelta	<i>behind</i>	[biˈhaɪnd]	detrás de, detrás
<i>be fine</i>	[ˈbi: ˈfaɪn]	hacer buen tiempo	<i>believe</i>	[biˈli:v]	v. r.
<i>be fond of</i>	[bi: ˈfɒnd əv]	ser aficiona- do a	<i>bell</i>	[bel]	campana, timbre
<i>be hard on</i>	[ˈbi: ˈhɑ:d ɒn]	ser duro con	<i>belt</i>	[belt]	cinturón
<i>be held up</i>	[ˈbi: ˈheld ˈʌp]	ser detenido (parado)	<i>belong</i>	[biˈlɒŋ]	v. r.
<i>be hungry</i>	[ˈbi: ˈhʌŋɡri]	tener hambre	<i>belongings</i>	[biˈlɒŋɪŋz]	pertenencias, bártulos
<i>be lucky</i>	[ˈbi: ˈlʌki]	tener suerte	<i>bench</i>	[bentʃ]	banco
<i>be on</i>	[ˈbi: ˈɒn]	representar (obra, película)	<i>bend</i>	[bend]	v. i.
<i>be over</i>	[ˈbi: ˈəʊvə(r)]	acabar	<i>beneath</i>	[biˈni:θ]	bajo, debajo
<i>be worth</i>	[bi: ˈwə:θ]	valer, costar	<i>beside</i>	[biˈsaɪd]	al lado de, junto a
<i>be wrong</i>			<i>besides</i>	[biˈsaɪdz]	además, igualmente
<i>with</i>	[ˈbi: ˈrɒŋ wið]	pasarle a uno	<i>best</i>	[best]	de <i>good</i>
<i>beach</i>	[bi:tʃ]	playa	<i>best-man</i>	[ˈbest-mæn]	padrino de boda
<i>bean</i>	[bi:n]	haba, caraota, semilla	<i>better</i>	[ˈbetə(r)]	mejor
			<i>between</i>	[biˈtwi:n]	entre

<i>beware</i>	[bi'weə(r)]	v. r.	<i>both</i>	[bəuθ]	ambos, los
<i>beyond</i>	[bi'jɒnd]	detrás de,			dos
		después	<i>bottle</i>	['bɒtl]	botella
<i>bicycle</i>	['baɪsɪkl]	bicicleta	<i>bottling</i>		
<i>big</i>	[big]	grande	<i>equipment</i>	['bɒtlɪŋ i'kwɪpmənt]	equipo de
<i>bill</i>	[bil]	cuenta, nota, factura			embotellado
<i>bird</i>	[bɜ:d]	pájaro, ave	<i>bottling</i>		
<i>birth</i>	[bɜ:θ]	nacimiento, origen	<i>plant</i>	['bɒtlɪŋ 'plɑ:nt]	planta de embotellado
<i>birthday</i>	['bɜ:θdeɪ]	cumpleaños	<i>bottom</i>	['bɒtəm]	fondo, pie
<i>biscuit</i>	['bɪskɪt]	galleta	<i>bough</i>	[bau]	rama de árbol
<i>bitch</i>	[bɪtʃ]	perra	<i>bow</i>	[bau]	v. r.
<i>bite</i>	[baɪt]	v. i.	<i>bow-tie</i>	['bəu 'taɪ]	corbata de mariposa,
<i>bit of</i>	['bɪt əv]	trozo de			lacito
<i>bit of chalk</i>	['bɪt əv 'tʃɔ:k]	trozo de tiza			
<i>black</i>	[blæk]	negro	<i>box</i>	[bɒks]	caja
<i>blackboard</i>	['blækbo:d]	pizarra, pizarrón	<i>boxing-</i>		
		cuchilla, hojilla	<i>match</i>	['bɒksɪŋmætʃ]	combate de boxeo
<i>blade</i>	[bleɪd]		<i>boy</i>	[boɪ]	muchacho, chico
<i>bless</i>	[bles]	v. r.	<i>boy-friend</i>	['boɪfrend]	amigo
<i>blind</i>	[blaɪnd]	ciego	<i>brackets</i>	['brakɪts]	paréntesis angulares
<i>blithe</i>	[blaɪð]	alegre, jovial			
<i>block</i>	[blɒk]	manzana, cuadra	<i>branch</i>	[brɑ:ntʃ]	rama
<i>blood</i>	[blʌd]	sangre	<i>brandy</i>	['brændɪ]	coñac
<i>blouse</i>	[blaʊz]	blusa	<i>brass</i>	[brɑ:s]	latón (metal)
<i>blow</i>	[bləʊ]	v. i.	<i>brave</i>	[breɪv]	valiente
<i>blue</i>	[blu:]	azul	<i>bravely</i>	['breɪvlɪ]	valientemente
<i>blue-eyed</i>	['blu:'aɪd]	de ojos azules	<i>Brasil</i>	[brə'zɪl]	Brasil
<i>boar</i>	[bo:(r)]	verraco	<i>bread</i>	[bred]	pan
<i>board</i>	[bo:d]	tabla, bordo	<i>breadth</i>	[bredθ]	anchura
<i>boat</i>	[bəʊt]	bote, barca	<i>break</i>	[breɪk]	descanso, intervalo
<i>body</i>	['bɒdɪ]	cuerpo			
<i>boil</i>	[boɪl]	v. r.	<i>break</i>	[breɪk]	v. i.
<i>Bolivia</i>	[bə'livɪə]	Bolivia	<i>breakfast</i>	['brekfəst]	desayuno
<i>bone</i>	[bəʊn]	hueso	<i>break out</i>	['breɪk 'aʊt]	comenzar
<i>bonny</i>	['bɒnɪ]	bonito, lindo	<i>breath</i>	[breθ]	aliento, respiración
<i>book</i>	[bʊk]	libro			
<i>book-case</i>	['bʊkkeɪs]	armario para libros	<i>breathe</i>	[bri:ð]	v. r.
			<i>bridesmaid</i>	['braɪdzmeɪd]	dama de honor
<i>book-shop</i>	['bʊkʃɒp]	librería			
<i>boot</i>	[bu:t]	bota	<i>bridge</i>	[brɪdʒ]	punto
<i>born</i>	[bo:n]	nacido	<i>bright</i>	[braɪt]	reluciente, vi- vo, brillante
<i>bore</i>	[bo:(r)]	aburrimiento, fastidio			
<i>borrow</i>	['bɒrəʊ]	v. r.	<i>brightly</i>	['braɪtli]	brillante- mente

<i>bring</i>	[brɪŋ]	v. i.	<i>by car</i>	[baɪ 'ka:(r)]	en automóvil
<i>bring forth</i>	['brɪŋ 'fo:θ]	traer, dar a luz	<i>by then</i>	[baɪ 'ðen]	para entonces
<i>bring in</i>	['brɪŋ 'ɪn]	meter, producir	<i>by train</i>	[baɪ 'treɪn]	en tren
<i>British</i>			— C —		
<i>Railways</i>	['brɪtɪʃ 'reɪlweɪz]	Ferrocarriles Británicos	<i>cabbage</i>	['kæbɪdʒ]	col, repollo
<i>broad</i>	[bro:d]	ancho, amplio	<i>cafe</i>	['kæfeɪ]	café, cafetería
<i>bronze</i>	[brɒnz]	bronce	<i>cage</i>	[keɪdʒ]	jaula,
<i>brother</i>	['brʌðə(r)]	hermano	<i>cake</i>	[keɪk]	montacargas
<i>brown</i>	[braʊn]	marrón, pardo	<i>Calicut</i>	['kælikət]	pastel, torta
<i>brush</i>	[brʌʃ]	cepillo, brocha	<i>call</i>	[kɔ:l]	Calcuta
<i>brush</i>	[brʌʃ]	v. r.	<i>call</i>	[kɔ:l]	v. r.
<i>bucket</i>	['bʌkɪt]	cubo, balde	<i>call bad names</i>	['kɔ:l 'bæd 'neɪmz]	llamada
<i>build</i>	[bɪld]	v. i.	<i>call in</i>	['kɔ:l 'ɪn]	insultar
<i>building</i>	['bɪldɪŋ]	edificio	<i>call on</i>	['kɔ:l 'ɒn]	v. r.
<i>bull</i>	[bʊl]	toro	<i>call out</i>	['kɔ:l 'aʊt]	v. r.
<i>bullfight</i>	['bʊlfæɪt]	corrida de toros	<i>call up</i>	['kɔ:l 'ʌp]	v. r.
<i>bump</i>	[bʌmp]	choque, topetazo, sacudida	<i>calm</i>	[kɑ:m]	calma
<i>burglar</i>	['bɜ:glə(r)]	ladrón	<i>can</i>	[kæn/kən/kn]	v. i., defectivo
<i>burn</i>	[bɜ:n]	v. i.	<i>can't help</i>	[kɑ:nt 'help]	evitar
<i>bury</i>	['beri]	v. r.	<i>can't</i>	[kɑ:nt]	= cannot
<i>bus</i>	[bʌs]	autobús	<i>cap</i>	[kæp]	gorra
<i>business</i>	['biznis]	negocio, asunto	<i>capable</i>	['keɪpəbl]	capaz, idóneo
<i>business man</i>	['biznis mæn]	hombre de negocios	<i>cape</i>	[keɪp]	cabo
<i>busy</i>	['bɪzi]	ocupado	<i>capital</i>	['kæpɪtl]	capital,
<i>but</i>	[bʌt/bət]	pero, sino	<i>Capitol</i>	['kæpɪtl]	mayúscula
<i>butcher</i>	['bʌtʃə(r)]	carnicero	<i>captain</i>	['kæptɪn]	Capitolio
<i>butcher's</i>	['bʌtʃəz]	la carnicería	<i>car</i>	[kɑ:(r)]	capitán
<i>butter</i>	['bʌtə(r)]	mantequilla	<i>caravel</i>	['kærəvəl]	automóvil,
<i>button</i>	[bʌtn]	v. r.	<i>card</i>	[kɑ:d]	carro
<i>buy</i>	[baɪ]	v. i.	<i>care</i>	[kɛə(r)]	carabela
<i>buyer</i>	['baɪə(r)]	comprador	<i>careful</i>	['kɛəfʊl]	tarjeta, naípe
<i>by</i>	[baɪ]	por	<i>carefully</i>	['kɛəfʊli]	cuidado,
<i>by</i>	[baɪ]	junto a, cerca de	<i>careless</i>	['kɛəlis]	atención,
<i>by heart</i>	[baɪ 'hɑ:t]	de memoria	<i>carpet</i>	['kɑ:pɪt]	zozobra
<i>by myself</i>	[baɪ maɪ'self]	solo, sin ayuda	<i>carriage</i>	['kærɪdʒ]	cuidadoso,

<i>cart</i>	[ka:t]	carreta	<i>change</i>	[tʃeɪndʒ]	v. r.
<i>carry</i>	[ˈkəri]	v. r.	<i>change</i>		
<i>carry out</i>	[ˈkəri ˈaʊt]	v. r.	<i>into, to</i>	[ˈtʃeɪndʒ ˈɪntu/tu]	v. r.
<i>carving- knife</i>	[ˈka:vɪŋnaɪf]	trinchante	<i>chapel</i>	[ˈtʃapəl]	capilla
<i>case</i>	[keɪs]	caso, caja	<i>character</i>	[ˈkærɪktə(r)]	personaje, pa- pel (teatro)
<i>cash</i>	[kæʃ]	dinero	<i>charge</i>	[tʃa:dʒ]	v. r.
		contante, efectivo	<i>charming</i>	[ˈtʃa:mɪŋ]	encantador, agradable
<i>cash down</i>	[ˈkæʃ ˈdaʊn]	dinero en mano	<i>cheap</i>	[tʃi:p]	barato
<i>cashier</i>	[kəˈʃiə(r)]	cajero	<i>check</i>	[tʃek]	v. r.
<i>cast</i>	[kɑ:st]	v. i.	<i>cheek</i>	[tʃi:k]	mejilla
<i>cat</i>	[kæt]	gato	<i>cheese</i>	[tʃi:z]	queso
<i>catch</i>	[kætʃ]	v. i.	<i>chemist</i>	[ˈkemɪst]	químico (n.)
<i>catch a cold</i>	[ˈkætʃ ə ˈkəʊld]	resfriarse	<i>chess</i>	[tʃes]	ajedrez
<i>catch fire</i>	[ˈkætʃ ˈfaɪə(r)]	prenderse, incendiarse	<i>chest</i>	[tʃest]	pecho
<i>Cathay</i>	[kəˈθeɪ]	Catay, China	<i>chicken</i>	[ˈtʃɪkən]	pollo
<i>cathedral</i>	[kəˈθi:drəl]	catedral	<i>chief</i>	[tʃi:f]	jefe, principal
<i>Catholic</i>	[ˈkæθəlɪk]	católico	<i>child</i>	[tʃaɪld]	niño
<i>cause</i>	[ko:z]	v. r.	<i>childhood</i>	[ˈtʃaɪldhʊd]	infancia, niñez
<i>cause</i>	[ko:z]	causa, origen	<i>children</i>	[ˈtʃɪldrən]	niños
<i>cave</i>	[keɪv]	cueva, caverna	<i>chocolate</i>	[ˈtʃɒkəlɪt]	chocolate
<i>ceiling</i>	[ˈsi:lɪŋ]	techo	<i>choose</i>	[tʃu:z]	v. i.
<i>celebrate</i>	[ˈselɪbreɪt]	v. r.	<i>christen</i>	[ˈkrɪsn]	v. r.
<i>celebration</i>	[selɪˈbreɪʃən]	celebración, solemnidad	<i>Christmas</i>	[ˈkrɪsməs]	Navidad
<i>cellar</i>	[ˈselə(r)]	bodega	<i>chuck</i>	[tʃʌk]	v. r.
<i>cello-tape</i>	[ˈtʃeləuteɪp]	cinta adhesiva	<i>church</i>	[tʃə:tʃ]	iglesia
<i>cent</i>	[sent]	centavo, céntimo	<i>cigarette</i>	[sɪgəˈret]	cigarrillo
<i>centre</i>	[ˈsentə(r)]	centro	<i>cinema</i>	[ˈsɪnəmə]	cine
<i>centrifuge</i>	[senˈtrɪfjuːdʒ]	centrífuga	<i>circle</i>	[ˈsə:kl]	círculo
<i>century</i>	[ˈsentʃuri]	siglo, centuria	<i>circums- tance</i>	[ˈsə:kəmstəns]	circunstancia
<i>ceremony</i>	[ˈserɪməni]	ceremonia	<i>circus</i>	[ˈsə:kəs]	circo, plaza circular
<i>certain</i>	[ˈsə:tən]	cierto, determinado	<i>city</i>	[ˈsɪti]	ciudad
<i>certainly</i>	[ˈsə:tənli]	ciertamente, sin duda	<i>civilization</i>	[sɪvɪlaɪˈzeɪʃən]	civilización
<i>chain</i>	[tʃeɪn]	cadena	<i>clap</i>	[klap]	v. r.
<i>chair</i>	[tʃɛə(r)]	silla	<i>class</i>	[kla:s]	clase
<i>chalk</i>	[tʃɔ:k]	tiza, yeso	<i>classical</i>	[ˈklæsɪkəl]	clásico
<i>champagne</i>	[ˈʃæmˈpeɪn]	champaña	<i>classroom</i>	[ˈkla:srum]	aula
<i>chance</i>	[tʃa:ns]	suerte, azar	<i>clause</i>	[klo:z]	cláusula
<i>chance</i>	[tʃa:ns]	v. r.	<i>clean</i>	[kli:n]	limpio, aseado
<i>change</i>	[tʃeɪndʒ]	cambio	<i>clean</i>	[kli:n]	v. r.
			<i>clear</i>	[kliə(r)]	claro, despejado
			<i>clear of</i>	[ˈkliər əv]	sin contacto

<i>clearly</i>	[ˈkliəli]	claramente,	<i>compart-</i>		
		evidente-	<i>ment</i>	[kəmˈpa:t-	
		mente		mənt]	departamento
<i>clerk</i>	[kla:k]	empleado,	<i>complain</i>	[kəmˈplein]	v. r.
		dependiente	<i>complete</i>	[kəmˈpli:t]	v. r.
<i>clever</i>	[ˈklevə(r)]	inteligente	<i>comple-</i>		
<i>climb</i>	[klaɪm]	v. r.	<i>ment</i>	[ˈkɒmplɪmənt]	tripulación,
<i>climber</i>	[ˈklaɪmə(r)]	escalador,			comple-
		trepador			mento
<i>clock</i>	[klɒk]	reloj de pared	<i>completely</i>	[kəmˈpli:tli]	completamen-
<i>close</i>	[kləʊz]	v. r.			te, total-
<i>close</i>	[kləʊs]	cerrado,			mente
		íntimo	<i>compliment</i>	[ˈkɒmplɪmənt]	galantería,
<i>cloth</i>	[kloθ]	tela, paño			requiebro
<i>clothes</i>	[kləʊðz]	vestidos, ropa	<i>concentrate</i>	[ˈkɒnsentreit]	v. r.
<i>clothing</i>	[ˈkləʊðɪŋ]	ropa, vestidos	<i>conductor</i>	[ˈkɒnˈdʌktə(r)]	cobrador,
<i>cloud</i>	[klaʊd]	nube			director
<i>clown</i>	[klaʊn]	payaso			orquesta
<i>coal</i>	[kəʊl]	carbón	<i>confirm</i>	[ˈkɒnˈfɜ:m]	v. r.
<i>coast</i>	[kəʊst]	costa	<i>congratu-</i>		
<i>coat</i>	[kəʊt]	chaqueta,	<i>late</i>	[ˈkɒnˈgratjuleɪt]	v. r.
		paltó	<i>congratu-</i>		
<i>cock</i>	[kɒk]	gallo	<i>lation</i>	[kɒngratju-	
<i>cocktail</i>	[ˈkɒkteɪl]	cóctel		ˈleɪʃən]	felicitación,
<i>coco-nut oil</i>	[ˈkəʊkənʌt ˈɔɪl]	aceite de coco			enhorabuena
<i>coffee</i>	[ˈkɒfi]	café	<i>conquer</i>	[ˈkɒŋkə(r)]	v. r.
<i>coin</i>	[kɔɪn]	moneda	<i>consider</i>	[kənˈsɪdə(r)]	v. r.
<i>coke</i>	[kəʊk]	coca-cola	<i>considera-</i>		
<i>cold</i>	[kəʊld]	frío	<i>ble</i>	[kənˈsɪdəəbl]	importante,
<i>collar</i>	[ˈkɒlə(r)]	cuello (de ca-			cuantioso
		misa, etc.)	<i>consist</i>	[kənˈsɪst]	v. r.
<i>college</i>	[ˈkɒlɪdʒ]	colegio	<i>constant</i>	[ˈkɒnstənt]	constante,
<i>colony</i>	[ˈkɒləni]	colonia			permanente
<i>colour</i>	[ˈkʌlə(r)]	color	<i>constructor</i>	[kənˈstrʌktə(r)]	constructor
<i>colour</i>	[ˈkʌlə(r)]	v. r.	<i>consulting</i>		
<i>comb</i>	[kəʊm]	v. r.	<i>engineer</i>	[kənˈsʌltɪŋ	
<i>come</i>	[kʌm]	v. i.		endʒɪˈniə(r)]	ingeniero
<i>come</i>					asesor
<i>across</i>	[ˈkʌm əˈkros]	tropezarse	<i>contempor-</i>		
		con	<i>ary</i>	[kənˈtempərəri]	contemporá-
<i>come back</i>	[ˈkʌm ˈbʌk]	regresar			neo
<i>come in,</i>			<i>continent</i>	[ˈkɒntɪnənt]	continente
<i>into</i>	[ˈkʌm ˈɪn/ɪntu]	entrar	<i>continue</i>	[kənˈtɪnju]	v. r.
<i>come out</i>	[ˈkʌm ˈaʊt]	salir	<i>continuous</i>	[kənˈtɪnjuəs]	continuo
<i>comedy</i>	[ˈkɒmədi]	comedia	<i>contract</i>	[ˈkɒntrakt]	contrato,
<i>comfortable</i>	[ˈkʌmfətəbl]	cómodo			convenio
<i>command</i>	[kəˈmɑ:nd]	v. r.	<i>control</i>	[kənˈtrəʊl]	mando,
<i>company</i>	[ˈkʌmpəni]	compañía			control
<i>compare</i>	[kəmˈpeə(r)]	v. r.			

<i>conver-</i>			<i>cousin</i>	['kʌzn]	primo, prima
<i>sation</i>	[konvə'seɪʃən]	conversación	<i>cover</i>	['kʌvə(r)]	tapa, venda
<i>convince</i>	[kən'vɪns]	v. r.	<i>cover</i>	['kʌvə(r)]	v. r.
<i>convinced</i>	[kən'vɪnst]	convencido, seguro	<i>cow</i>	[kau]	vaca
<i>cool</i>	[ku:l]	fresco	<i>cradle</i>	['kreɪdl]	cuna
<i>cook</i>	[kuk]	v. r.	<i>crawl</i>	[kro:l]	<i>crawl</i> (natación)
<i>cook</i>	[kuk]	cocinero	<i>cream</i>	[kri:m]	crema
<i>cooking-</i>			<i>create</i>	[kri'eɪt]	v. r.
<i>fat</i>	['kukɪŋ fat]	manteca de guisar	<i>credit</i>	['kredit]	v. r.
<i>coop</i>	[ku:p]	gallinero	<i>crime</i>	[kraɪm]	crimen, ofensa
<i>copper</i>	['kɒpə(r)]	cobre	<i>cross</i>	[kros]	v. r.
<i>copy</i>	['kɒpi]	v. r.	<i>crowd</i>	[kraʊd]	gentío, multitud
<i>copy-book</i>	['kɒpi:bʊk]	cuaderno	<i>crowded</i>	['kraʊdɪd]	atestado, amontonado
<i>corn</i>	[ko:n]	maíz, cereal	<i>crown</i>	[kraʊn]	corona, v. r.
<i>corned-</i>			<i>crude</i>	[kru:d]	crudo, no refinado
<i>beef</i>	['ko:ndbi:f]	carne en lata	<i>cry</i>	[krai]	v. r.
<i>corner</i>	['ko:nə(r)]	rincón, esquina	<i>cry out</i>	['krai 'aʊt]	v. r.
<i>coronation</i>	[kɒrə'neiʃən]	coronación	<i>cup</i>	[kʌp]	taza, copa
<i>correct</i>	[kə'rekt]	correcto, bien	<i>cupboard</i>	['kʌbəd]	armario
<i>correspond</i>	[kɒris'pɒnd]	v. r.	<i>current</i>	['kʌrənt]	corriente, común
<i>corridor</i>	['kɒrɪdo:(r)]	pasillo, corredor	<i>curtain</i>	['kə:tn]	telón, cortina
<i>cost</i>	[kɒst]	costo, precio	<i>curtain call</i>	['kə:tn 'kɔ:l]	llamada
<i>cost</i>	[kɒst]	v. i.	<i>customs</i>	['kʌstəmz]	aduana, costumbres
<i>cottage</i>	['kɒtɪdʒ]	casita, choza	<i>cut</i>	[kʌt]	v. i.
<i>cotton</i>	['kɒtn]	algodón	<i>cut</i>	[kʌt]	cortada, corte
<i>cough</i>	[ko:f]	v. r.	<i>cut off</i>	['kʌt 'ɒf]	amputar, cortar
<i>cough</i>	[ko:f]	tos	<i>Cyprus</i>	['saɪprəs]	Chipre
<i>could</i>	[kʊd/kəd]	de <i>can</i>			
<i>couldn't</i>	['kʊdənt]	= <i>could not</i>			
<i>count</i>	[kaʊnt]	v. r.			
<i>counter</i>	['kaʊntə(r)]	mostrador			
<i>countless</i>	['kaʊntlɪs]	innumerable			
<i>(a) country</i>	[(ə) 'kʌntri]	(un) país			
<i>country</i>	['kʌntri]	campo, campiña			
				— D —	
<i>(the) coun-</i>			<i>daddy</i>	['dadi]	papá, papaíto
<i>try</i>	[(ðə) 'kʌntri]	el campo	<i>daft</i>	[da:ft]	bobó, chifla- do, loco
<i>couple</i>	['kʌpl]	par, pareja	<i>dance</i>	[da:ns]	baile
<i>courage</i>	['kʌrɪdʒ]	coraje, valor, ánimo	<i>dance</i>	[da:ns]	v. r.
<i>course</i>	[ko:s]	curso, carrera	<i>dancer</i>	['da:nsə(r)]	danzante, bailador
<i>court</i>	[ko:t]	patio, corte	<i>danger</i>	['deɪndʒə(r)]	peligro
<i>court-yard</i>	['ko:t'ja:d]	patio	<i>dangerous</i>	['deɪndʒərəs]	peligroso

<i>dare</i>	[dɛə(r)]	atreverse	<i>determine</i>	[di'tə:mi:n]	v. r.
<i>dark</i>	[da:k]	oscuro	<i>detest</i>	[di'test]	v. r.
<i>dark-skinned</i>	['da:k 'skind]	de piel oscura	<i>develop</i>	[di'veləp]	v. r.
<i>date</i>	[deɪt]	fecha, cita	<i>development</i>	[di'veləpmənt]	desarrollo, crecimiento
<i>daughter</i>	['do:tə(r)]	hija	<i>devote</i>	[di'vəut]	v. r.
<i>day</i>	[dei]	día	<i>dial</i>	['daɪəl]	v. r.
<i>dead</i>	[ded]	muerto	<i>diamond</i>	['daɪəmənd]	diamante
<i>deal</i>	[di:l]	parte, porción	<i>dictionary</i>	['dikʃənri]	diccionario
<i>deal with</i>	['di:l wið]	tratar con, traficar	<i>did</i>	[did]	de <i>to do</i>
<i>dear</i>	[diə(r)]	caro, querido	<i>didn't</i>	['didənt]	= <i>did not</i>
<i>death</i>	[deθ]	muerte	<i>die</i>	[dai]	v. r.
<i>debate</i>	[di'beɪt]	debate	<i>different</i>	['difrənt]	diferente
<i>deceit</i>	[di'sit]	engaño, falsedad	<i>difficult</i>	['difɪkəlt]	difícil
<i>December</i>	[di'sembə(r)]	diciembre	<i>difficulty</i>	['difɪkəlti]	dificultad
<i>decide</i>	[di'said]	v. r.	<i>dig</i>	[dig]	v. i.
<i>declare</i>	[di'kleə(r)]	v. r.	<i>diligent</i>	['dɪlɪdʒənt]	diligente, aplicado
<i>decor</i>	['deɪko:(r)]	decoración	<i>dim</i>	[dim]	oscuro, sombrío
<i>decorate</i>	['dekəreɪt]	v. r.	<i>dining-room</i>	['daɪnɪŋ rum]	comedor
<i>decorator</i>	['dekəreɪtə(r)]	decorador	<i>dinner</i>	['dɪnə(r)]	comida
<i>dedicate</i>	['dedɪkeɪt]	v. r.	<i>dinner-set</i>	['dɪnəsət]	vajilla
<i>deep</i>	[di:p]	hondo, profundo	<i>diplomatic</i>	[dɪplə'matɪk]	diplomático (a.)
<i>deeply</i>	['di:pli]	profundamente	<i>direction</i>	[di'rekʃən]	dirección
<i>deer</i>	[diə(r)]	ciervo, venado	<i>director</i>	[di'rektə(r)]	director
<i>delay</i>	[di'lei]	v. r.	<i>dirt</i>	[dɜ:t]	suciedad, basura
<i>delay</i>	[di'lei]	demora, tardanza	<i>dirty</i>	['dɜ:ti]	sucio
<i>delight</i>	[di'lait]	delicia, placer	<i>disappear</i>	[disə'piə(r)]	v. r.
<i>delightful</i>	[di'laitfʊl]	delicioso	<i>discomfort</i>	[dis'kʌmfət]	incomodidad, molestia
<i>dentist</i>	['dentɪst]	dentista	<i>discover</i>	[dis'kʌvə(r)]	v. r.
<i>deny</i>	[di'nai]	v. r.	<i>discoverer</i>	[dis'kʌvərə(r)]	descubridor
<i>department</i>	[di'pɑ:tmənt]	departamento	<i>discovery</i>	[dis'kʌvəri]	descubrimiento
<i>depend on</i>	[di'pend 'on]	v. r.	<i>discuss</i>	[dis'kʌs]	v. r.
<i>depth</i>	[depθ]	profundidad	<i>dislike</i>	[dis'laɪk]	v. r.
<i>desert</i>	[di'zə:t]	v. r.	<i>disorder</i>	[di'zɔ:də(r)]	desorden
<i>desert</i>	['dezət]	desierto, yermo	<i>disposed</i>	[dis'pəʊzd]	dispuesto
<i>deserve</i>	[di'zə:v]	v. r.	<i>distance</i>	['distəns]	distancia
<i>design</i>	[di'zeɪn]	v. r.	<i>disturb</i>	[dis'tɜ:b]	v. r.
<i>desirable</i>	[di'zaɪərəbl]	deseable	<i>dive</i>	[daɪv]	v. r.
<i>desire</i>	[di'zaɪə(r)]	v. r.	<i>do</i>	[du:/du]	v. i.
<i>desk</i>	[desk]	pupitre, escritorio	<i>doctor</i>	['dɒktə(r)]	médico, doctor
<i>detail</i>	['di:teɪl]	detalle			

<i>document</i>	['dɒkjʊmənt]	documento	<i>drive out</i>	['draɪv 'aʊt]	echar por la fuerza
<i>does</i>	[dʌz/dəz/dz]	de <i>to do</i>	<i>drive your-</i>		
<i>doesn't</i>	['dʌzənt]	= <i>does not</i>	<i>self car</i>	['draɪv jo:'self 'ka:(r)]	automóvil de autoconducción
<i>dog</i>	[dɒg]	perro	<i>drop</i>	[drɒp]	v. r.
<i>doll</i>	[dɒl]	muñeca	<i>drop</i>	[drɒp]	gota
<i>dollar</i>	['dɒlə(r)]	dólar	<i>drum</i>	[drʌm]	v. r.
<i>-dom</i>	[—dəm]	(sufijo)	<i>drum</i>	[drʌm]	tambor
<i>domestic</i>	[də'mestɪk]	doméstico	<i>dry</i>	[draɪ]	seco
<i>domination</i>	[domɪ'neɪʃən]	dominación	<i>dry</i>	[draɪ]	v. r.
<i>donkey</i>	['dɒŋki]	burro	<i>dry up</i>	['draɪ 'ʌp]	secar la loza
<i>don't</i>	[dəʊnt]	= <i>do not</i>	<i>duck</i>	[dʌk]	pato, pata
<i>door</i>	[dɔ:(r)]	puerta	<i>duke</i>	[dju:k]	duque
<i>don't mind</i>	['dəʊnt 'maɪnd]	no importa	<i>dull</i>	[dʌl]	desanimado, triste
<i>door-handle</i>	['dɔ: 'hændl]	agarradero, aldaba	<i>during</i>	['dʒʊərɪŋ]	durante
<i>door-way</i>	['dɔ: weɪ]	puerta, entrada	<i>dust</i>	[dʌst]	polvo
<i>double</i>	['dʌbl]	doble, duplo	<i>duster</i>	['dʌstə(r)]	quitapolvos, borrador
<i>doubt</i>	[daʊt]	duda	<i>dusty</i>	['dʌsti]	polvoriento
<i>doubtful</i>	['daʊtful]	dudoso	<i>duty</i>	['dʒu:ti]	deber
<i>do with</i>	['du: wið]	arreglárselas uno	<i>dwelling</i>	['dwelɪŋ]	vivienda, morada
<i>do without</i>	['du: wið'aʊt]	pasar sin	<i>dying</i>	['daɪɪŋ]	moribundo
<i>down</i>	[daʊn]	abajo (preposición)			
<i>downstairs</i>	['daʊn'steəz]	en el piso de abajo			
<i>dozen</i>	['dʌzn]	docena			
<i>drake</i>	[dreɪk]	pato			
<i>draught</i>	[dra:ft]	borrador, anteproyecto			
<i>draw</i>	[dro:]	v. i.			
<i>drawer</i>	[dro:(r)/ 'dro:ə(r)]	cajón, gaveta			
<i>drawing</i>	['dro:ɪŋ]	dibujo			
<i>dream</i>	['dri:m]	v. i.			
<i>dream</i>	[dri:m]	sueño			
<i>dress</i>	[dres]	v. r.			
<i>dress</i>	[dres]	vestido			
<i>dress-maker</i>	['dres'meɪkə(r)]	modista			
<i>drier</i>	['draɪə(r)]	secador			
<i>drink</i>	[drɪŋk]	v. i.			
<i>drink</i>	[drɪŋk]	bebida, trago			
<i>drive</i>	[draɪv]	v. i.			
<i>drive back</i>	['draɪv 'bæk]	hacer retroceder, regresar en vehículo			
			<i>each</i>	[i:tʃ]	cada
			<i>each other</i>	['i:tʃ 'ʌðə(r)]	se (uno al otro)
			<i>eager</i>	['i:gə(r)]	ávido, ansioso
			<i>ear</i>	[iə(r)]	oído, oreja
			<i>ear of corn</i>	['iər əv 'kɔ:n]	espiga
			<i>early</i>	['ɜ:lɪ]	temprano
			<i>earn</i>	[ɜ:n]	v. r.
			<i>earth</i>	[ɜ:θ]	tierra
			<i>(the) Earth</i>	[(ði) 'ə:θ]	la Tierra
			<i>easily</i>	['i:zɪli]	fácilmente
			<i>east</i>	['i:st]	(el) Este
			<i>eastwards</i>	['i:stwədʒ]	hacia el Este
			<i>easy</i>	['i:zi]	fácil
			<i>eat</i>	[i:t]	v. i.
			<i>eat up</i>	['i:t 'ʌp]	comer, devorar
			<i>economic</i>	[i:kə'nomɪk]	económico

— E —

<i>economical</i>	[i:kə'nomikəl]	económico, frugal	<i>English</i>	['ɪŋɡlɪʃ]	inglés
<i>edge</i>	[edʒ]	extremo, borde	<i>Englishman</i>	['ɪŋɡlɪʃmən]	inglés (n.)
<i>education</i>	[edju'keɪʃən]	educación	<i>English-</i> <i>woman</i>	['ɪŋɡlɪʃ'wʊmən]	inglesa (n.)
<i>effect</i>	[i'fekt]	efecto, resul- tado	<i>enjoy</i>	[in'dʒɔɪ]	v. r.
<i>efficient</i>	[i'fiʃənt]	eficiente, activo	<i>enjoyable</i>	[in'dʒɔɪəbl]	agradable, deleitable
<i>egg</i>	[eg]	huevo	<i>enormous</i>	['ɪno:məs]	enorme
<i>egoism</i>	['egəʊɪzəm]	egoísmo	<i>enough</i>	[i'nʌf]	suficiente, bastante
<i>Egypt</i>	['i:dʒɪpt]	Egipto	<i>enter</i>	['entə(r)]	v. r.
<i>Egyptian</i>	[i'dʒɪp'fən]	egipcio	<i>entertain</i>	[entə'teɪn]	v. r.
<i>eight</i>	[eit]	ocho	<i>entirely</i>	[in'taɪəli]	enteramente, del todo
<i>eighteen</i>	['eɪ'ti:n]	dieciocho	<i>envelope</i>	['envɪləʊp]	sobre (n.)
<i>either</i>	['aɪðə(r)]	uno u otro, ambos	<i>equal</i>	['i:kwəl]	igual, seme- jante
<i>elbow</i>	['elbəʊ]	codo, brazo de sillón	<i>equally</i>	['i:kwəli]	igualmente
<i>elder</i>	['eldə(r)]	de <i>old</i>	<i>Equator</i>	[i'kweɪtə(r)]	Ecuador
<i>electric</i>			<i>equipment</i>	[i'kwɪpmənt]	equipo
<i>heater</i>	[i'lektrɪk 'hi:tə(r)]	estufa eléc- trica	<i>-er, -est</i>	[—ə, —ɪst]	(sufijos)
<i>elephant</i>	['elɪfənt]	elefante	<i>erase</i>	[i'reɪz]	v. r.
<i>eleven</i>	['ɪlevən]	once	<i>eraser</i>	[i'reɪzə(r)]	borrador
<i>else</i>	[els]	más, además, si no	<i>escape</i>	[is'keɪp]	v. r.
<i>embarrass-</i> <i>ing</i>	[ɪm'barəsɪŋ]	embarazoso	<i>especially</i>	[is'peʃəli]	especialmente
<i>empty-</i> <i>handed</i>	['empti- 'hændɪd]	con las ma- nos vacías	<i>estimate</i>	['estɪmeɪt]	presupuesto, cálculo
<i>enclose</i>	[ɪn'kləʊz]	v. r.	<i>European</i>	[juərə'piən]	uropeo
<i>encourage</i>	[ɪn'kʌrɪdʒ]	v. r.	<i>even</i>	['i:vən]	hasta, incluso
<i>encourage-</i> <i>ment</i>	[ɪn'kʌrədʒ- mənt]	estímulo, incentivo	<i>evening</i>	['i:vniŋ]	la tarde, noche
<i>end</i>	[end]	fin, extre- midad	<i>evening-</i> <i>dress</i>	['i:vniŋ 'dres]	vestido de etiqueta
<i>endure</i>	[ɪn'dʒʊə(r)]	v. r.	<i>ever</i>	['evə(r)]	alguna vez, jamás
<i>enemy</i>	['enɪmi]	enemigo	<i>-ever</i>	[—'evə(r)]	(sufijo)
<i>engage</i>	[ɪn'geɪdʒ]	v. r.	<i>ever after</i>	['evər 'ɑ:ftə(r)]	siempre, des- pués
<i>engine</i>	['endʒɪn]	máquina, motor	<i>every</i>	['evri]	cada, todos
<i>engineer</i>	[endʒɪ'nɪə(r)]	ingeniero	<i>every after-</i> <i>noon</i>	['evri ɑ:ftə'nu:n]	cada tarde
<i>England</i>	['ɪŋɡlənd]	Inglaterra	<i>everybody</i>	['evrɪbɒdi]	todos, todo el mundo
			<i>every day</i>	['evri 'dei]	cada día
			<i>every</i> <i>evening</i>	['evri 'i:vniŋ]	cada tarde, noche

<i>every</i>		
<i>month</i>	[ˈevri ˈmʌnθ]	cada mes
<i>every</i>		
<i>morning</i>	[ˈevri ˈmɔːnɪŋ]	cada mañana
<i>every night</i>	[ˈevri ˈnaɪt]	cada noche
<i>everyone</i>	[ˈevriwʌn]	todos, todo el mundo
<i>every other</i>		
<i>day</i>	[ˈevri ˈʌðə ˈdeɪ]	cada dos días
<i>everything</i>	[ˈevriθɪŋ]	todo, todas las cosas
<i>every time</i>	[ˈevri ˈtaɪm]	cada vez
<i>every week</i>	[ˈevri ˈwiːk]	cada semana
<i>every-</i>		
<i>where</i>	[ˈevriweə(r)]	en todas partes
<i>ewe</i>	[juː]	oveja, madre
<i>exactly</i>	[ɪgˈzæktli]	exactamente
<i>examina-</i>		
<i>tion</i>	[ɪgzamiˈneɪʃən]	examen
<i>examine</i>	[ɪgˈzæmɪn]	v. r.
<i>exercise</i>	[ˈeksəsaɪz]	ejercicio
<i>excellent</i>	[ˈeksələnt]	excelente
<i>except</i>	[ɪkˈsept]	excepto
<i>exchange</i>	[ɪksˈtʃeɪndʒ]	cambio, intercambio
<i>exchange</i>	[ɪksˈtʃeɪndʒ]	v. r.
<i>exciting</i>	[ɪkˈsaɪtɪŋ]	excitante, estimulante
<i>excursion</i>	[ɪksˈkʌːʃən]	excursión
<i>excuse</i>	[ɪksˈkjuːz]	v. r.
<i>exemption</i>	[ɪgˈzempʃən]	exención, dispensa
<i>exercise</i>	[ˈeksəsaɪz]	ejercicio
<i>exercise-</i>		
<i>book</i>	[ˈeksəsaɪz buːk]	cuaderno de ejercicios
<i>exhausted</i>	[ɪgˈzoːstɪd]	agotado, gastado
<i>exhibit</i>	[ɪgˈzɪbɪt]	v. r.
<i>exit</i>	[ˈeksɪt]	salida
<i>expect</i>	[ɪksˈpekt]	v. r.
<i>expedition</i>	[ɪkspiˈdɪʃən]	expedición
<i>experience</i>	[ɪksˈpiəriəns]	experiencia
<i>expensive</i>	[ɪksˈpensɪv]	costoso
<i>explain</i>	[ɪksˈpleɪn]	v. r.
<i>explanation</i>	[ɪkspləˈneɪʃən]	explicación
<i>explode</i>	[ɪksˈpləʊd]	v. r.

<i>exploration</i>	[ˈeksplɔː- ˈreɪʃən]	exploración
<i>explosive</i>	[ɪksˈpləʊsɪv]	explosivo
<i>export</i>	[eksˈpɔːt]	v. r.
<i>extend</i>	[ɪksˈtend]	v. r.
<i>extinguish</i>	[ɪksˈtɪŋgwɪʃ]	v. r.
<i>eye</i>	[aɪ]	ojo
<i>eyebrow</i>	[ˈaɪbraʊ]	pestaña
<i>eyelash</i>	[ˈaɪlɑːʃ]	párpado
<i>eyelid</i>	[ˈaɪlɪd]	ceja
<i>eye-sight</i>	[ˈaɪ-saɪt]	vista (facultad)
— F —		
<i>fabled</i>	[ˈfeɪblɪd]	legendario, fabuloso
<i>fabulous</i>	[ˈfabjuləs]	fabuloso
<i>face</i>	[feɪs]	cara
<i>face to face</i>	[ˈfeɪs tu ˈfeɪs]	cara a cara
<i>fail</i>	[feɪl]	v. r.
<i>failure</i>	[ˈfeɪljə(r)]	fracaso, descuido
<i>fair</i>	[fɛə(r)]	rubio, catire, justo, agra- ciado, her- moso
<i>fair-haired</i>	[ˈfɛəˈheəd]	de pelo rubio, catire
<i>fairly</i>	[ˈfeəli]	medianamen- te, impar- cialmente
<i>fairy</i>	[ˈfeəri]	hada, encantadora
<i>fall</i>	[fɔːl]	v. i.
<i>fall asleep</i>	[ˈfɔːl əsˈliːp]	dormirse
<i>fall in love</i>		
<i>with</i>	[ˈfɔːl ɪn ˈlʌv wɪð]	enamorarse
<i>fall over</i>	[ˈfɔːl ˈəʊvə(r)]	voltearse, caerse
<i>fame</i>	[feɪm]	fama
<i>family</i>	[ˈfæmɪli]	familia
<i>famous</i>	[ˈfeɪməs]	famoso
<i>far</i>	[faː(r)]	lejos, distante
<i>far from</i>	[ˈfaː frəm]	lejos de
<i>fare</i>	[fɛə(r)]	tarifa, precio de pasaje

<i>farm</i>	[fa:m]	v. r.	<i>financial</i>	[fai'nanʃəl]	financiero (a.)
<i>farm</i>	[fa:m]	granja, hacienda	<i>finally</i>	['faɪnəli]	finalmente
<i>farmer</i>	['fa:mə(r)]	granjero, agricultor	<i>find</i>	[faɪn]	v. i.
<i>farm-yard</i>	['fa:m-ja:d]	corral de una granja	<i>find one's way</i>	['faɪnd 'wʌnz 'wei]	encontrar el camino
<i>farther</i>	['fa:ðə(r)]	de <i>far</i>	<i>find out</i>	['faɪnd 'aʊt]	averiguar
<i>fast</i>	[fa:st]	rápido (a.)	<i>fine</i>	[faɪnd]	fino, bueno, hermoso
<i>fast</i>	[fa:st]	rápidamente, rápido	<i>finger</i>	['fɪŋɡə(r)]	dedo
<i>fasten</i>	['fa:sn]	v. r.	<i>finish</i>	['fɪniʃ]	v. r.
<i>fat</i>	[fat]	gordo, grueso	<i>fire</i>	[faɪə(r)]	fuego
<i>father</i>	['fa:ðə(r)]	padre	<i>fire</i>	[faɪə(r)]	v. r.
<i>fatty acid</i>	['fati 'asɪd]	ácido graso	<i>fireman</i>	['faɪəməŋ]	bombero
<i>fault</i>	[fɔ:lt]	falta, culpa	<i>fireplace</i>	['faɪə-pleɪs]	chimenea, hogar
<i>favour</i>	['feɪvə(r)]	favor	<i>firm</i>	[fɜ:m]	firme, casa comercial
<i>favour</i>	['feɪvə(r)]	v. r.			
<i>favourite</i>	['feɪvrɪt]	favorito	<i>firmly</i>	['fɜ:mli]	fírmemente
<i>fear</i>	[fiə(r)]	miedo, temor	<i>first</i>	[fɜ:st]	primero
<i>fear</i>	[fiə(r)]	v. r.	<i>fish</i>	[fɪʃ]	v. r.
<i>fearful</i>	['fiəfʊl]	terrible, miedoso	<i>fish</i>	[fɪʃ]	pescado, pez
<i>feather</i>	['feðə(r)]	pluma (de ave)	<i>fisherman</i>	['fɪʃməŋ]	pescador
<i>February</i>	['februəri]	febrero	<i>fit</i>	[fɪt]	v. r.
<i>feed</i>	[fi:d]	v. i.	<i>fitting</i>	['fɪtɪŋ]	prueba, ajuste
<i>feel</i>	[fi:l]	v. i.	<i>five</i>	[faɪv]	cinco
<i>feel hungry</i>	['fi:l 'hʌŋɡri]	sentir hambre	<i>fix</i>	[fiks]	v. r.
<i>feelings</i>	['fi:lɪŋz]	sentimientos	<i>flag</i>	[flag]	bandera
<i>feet</i>	[fi:t]	pies	<i>flat</i>	[flat]	apartamento, llano, liso, chato, aplastado
<i>fellow</i>	['feləʊ]	individuo, sujeto			
<i>female</i>	['fi:meɪl]	hembra	<i>flatter</i>	['flatə(r)]	v. r.
<i>fence</i>	[fens]	cerca, valla	<i>fleet</i>	[fli:t]	flota, armada
<i>few</i>	[fju:]	pocos, as	<i>flight</i>	[flaɪt]	vuelo
<i>fewer</i>	['fju:ə(r)]	menos	<i>flight report</i>	['flaɪt ri'pɔ:t]	informe del vuelo
<i>field</i>	[fi:ld]	campo			
<i>fifteen</i>	['fɪf'ti:n]	quince	<i>floor</i>	[flo:(r)]	piso, suelo
<i>fifty</i>	['fɪfti]	cincuenta	<i>flour</i>	['flaʊə(r)]	harina
<i>fight</i>	[faɪt]	v. i.	<i>flow</i>	[fləʊ]	v. r.
<i>fighting</i>	['faɪtɪŋ]	combate, lucha	<i>flower</i>	['flaʊə(r)]	flor
<i>figure</i>	['fɪɡə(r)]	figura, número	<i>flower show</i>	['flaʊə ʃəʊ]	exposición de flores
<i>fill</i>	[fɪl]	v. r.	<i>fluently</i>	['flu:əntli]	con soltura, corriente- mente
<i>fill in</i>	['fɪl 'ɪn]	v. r.			
<i>fill out</i>	['fɪl 'aʊt]	v. r.	<i>fly</i>	[flai]	mosca
<i>film</i>	[fɪlm]	película, cinta			

<i>fly</i>	[flai]	v. i.	<i>fortunately</i>	['fo:tʃənətli]	afortunada-
<i>follow</i>	['fələu]	v. i.			mente
<i>following</i>	['fə'ləuiŋ]	siguiente	<i>forty</i>	['fo:ti]	cuarenta
<i>fond of</i>	['fond əv]	aficionado a	<i>found</i>	[faund]	v. r.
<i>food</i>	[fu:d]	comida,	<i>fountain-</i>		
		alimento	<i>pen</i>	['fauntinpen]	estilográfica
<i>fool</i>	[fu:l]	tonto (n.)	<i>four</i>	[fo:(r)]	cuatro
<i>foolish</i>	['fu:liʃ]	tonto, necio	<i>fourteen</i>	['fo:'ti:n]	catorce
<i>foot</i>	[fut]	pie	<i>forward</i>	['fo:wəd]	hacia
<i>football</i>	['futbo:l]	fútbol			adelante
<i>football-</i>			<i>foyer</i>	['foiei]	salón de
<i>ground</i>	['futbo:l graund]	campo de			descanso
		fútbol	<i>France</i>	[fra:ns]	Francia
<i>football-</i>			<i>freeze</i>	[fri:z]	v. i.
<i>match</i>	['futbo:l matʃ]	partido de	<i>French</i>	[frentʃ]	francés
		fútbol	<i>frequently</i>	['fri:kwentli]	frecuente-
<i>footpath</i>	['futpa:θ]	senda, vereda			mente
<i>footsteps</i>	['futsteps]	pisadas, pasos	<i>fresh</i>	[freʃ]	fresco, puro
<i>foot-</i>			<i>Friday</i>	['fraidi]	viernes
<i>soldiers</i>	['fut 'səuldʒəz]	infantes	<i>friend</i>	[frend]	amigo
		(soldados)	<i>friendly</i>	['frendli]	amistoso,
<i>for</i>	[fo:(r)/fə(r)]	para, por,			atento
		durante	<i>"frig"</i>	[fridʒ]	nevera, frigo-
<i>for ever</i>	[fə 'evə(r)]	para siempre	<i>frightened</i>	['fraitənd]	asustado
<i>for my life</i>	[fə mai 'laif]	(para escapar	<i>frog</i>	[frog]	rana
		de la	<i>from</i>	[from/frəm]	de, desde
		muerte)	<i>from side</i>		
<i>for sale</i>	[fə 'seil]	en venta	<i>to side</i>	[frəm 'said tu 'said]	de lado a
<i>force</i>	[fo:s]	fuerza,			lado
		energía	<i>from time</i>		
<i>forces</i>	['fo:siz]	fuerzas,	<i>to time</i>	[frəm 'taim tu 'taim]	de vez en
		tropas			cuando
<i>forehead</i>	['forid]	(la) frente	<i>front</i>	[frʌnt]	el frente,
<i>foreign</i>	['forin]	extranjero,			delantera
		foráneo	<i>fruit</i>	[fru:t]	fruta
<i>forest</i>	['forist]	bosque, selva	<i>fruiterer's</i>	['fru:təreɪz]	frutería
<i>forget</i>	[fə'get]	v. i.	<i>full</i>	[ful]	lleno
<i>forgive</i>	[fə'giv]	v. i.	<i>full of</i>	['ful əv]	lleno de
<i>fork</i>	[fo:k]	tenedor	<i>fun</i>	[fʌn]	broma,
<i>form</i>	[fo:m]	forma			diversión
<i>form</i>	[fo:m]	v. r.	<i>funny</i>	['fʌni]	chistoso,
<i>former</i>	['fo:mə(r)]	anterior,			divertido
		primero	<i>furnish</i>	['fə:niʃ]	v. r.
<i>forth</i>	[fo:θ]	adelante,	<i>furniture</i>	['fə:nitʃə(r)]	mobiliario
		afuera	<i>further</i>	['fə:ðə(r)]	de <i>far</i>
<i>fortnight</i>	['fo:tnait]	quincena	<i>future</i>	['fju:tʃə(r)]	futuro

— G —

<i>gain</i>	[gein]	v. r.	<i>get up</i>	[ˈget ˈʌp]	levantarse
<i>gain</i>	[gein]	ganancia	<i>get well</i>	[ˈget ˈwel]	ponerse bien,
<i>gallery of art</i>	[ˈgaləri əv ˈa:t]	galería de arte	<i>get worse</i>	[ˈget ˈwə:s]	sanar
<i>game</i>	[geim]	juego, caza	<i>giant</i>	[ˈdʒaɪənt]	empeorar
<i>garage</i>	[ˈgara:ʒ]	garaje	<i>girl</i>	[gə:l]	gigante
<i>garden</i>	[ˈga:dən]	jardín	<i>give</i>	[giv]	muchacha,
<i>gardener</i>	[ˈga:dənə(r)]	jardinero	<i>give a party</i>	[ˈgiv ə ˈpa:ti]	chica
<i>gardening</i>	[ˈga:dnɪŋ]	horticultura, jardinería	<i>give away</i>	[ˈgiv ə ˈwei]	v. i.
<i>gas</i>	[gas]	gas	<i>give up</i>	[ˈgiv ˈʌp]	dar una fiesta
<i>gate</i>	[geit]	entrada, puerta	<i>give way</i>	[ˈgiv ˈwei]	entregar, dar
<i>gateway</i>	[ˈgeitwei]	paso, entrada	<i>glad</i>	[glad]	cesar, dejar
<i>gather</i>	[ˈgaðə(r)]	v. r.	<i>glance</i>	[ˈgla:ns]	de
<i>generally</i>	[ˈdʒenərəli]	generalmente	<i>glass</i>	[ˈgla:s]	ceder, no
<i>generous</i>	[ˈdʒenərəs]	generoso	<i>glasses</i>	[ˈgla:sɪz]	resistir
<i>Genoa</i>	[ˈdʒenəuə]	Génova	<i>glimmer</i>	[ˈglɪmə(r)]	contento,
<i>gentle</i>	[ˈdʒentl]	suave, gentil	<i>globe</i>	[ˈgləʊb]	alegre
<i>gentleman</i>	[ˈdʒentlmən]	caballero	<i>glove</i>	[ˈglʌv]	mirada
<i>geography</i>	[dʒioˈgræfi]	geografía	<i>glue</i>	[ˈglu:]	vaso, vidrio,
<i>germ</i>	[dʒə:m]	microbio, germen	<i>go</i>	[gəʊ]	espejo
<i>German</i>	[ˈdʒə:mən]	alemán	<i>go back to</i>	[ˈgəʊ ˈbæk tu]	anteojos,
<i>Germany</i>	[ˈdʒə:məni]	Alemania	<i>go bad</i>	[ˈgə ˈbəd]	gafas
<i>get</i>	[get]	v. i.	<i>go by</i>	[ˈgəʊ ˈbaɪ]	v. r.
<i>get angry</i>	[ˈget ˈʌŋɡri]	enojarse	<i>go for a walk</i>	[ˈgəʊ fər ə ˈwɔ:k]	esfera
<i>get cold</i>	[ˈget ˈkəʊld]	enfriarse	<i>go in, into</i>	[ˈgəʊ ˈɪn/ɪntu]	guante
<i>get dark</i>	[ˈget ˈda:k]	oscurecer	<i>go on</i>	[ˈgəʊ ˈɒn]	cola de pegar
<i>get fat</i>	[ˈget ˈfæt]	engordar	<i>go out</i>	[ˈgəʊ ˈaʊt]	v. i.
<i>get ill</i>	[ˈget ˈɪl]	enfermarse	<i>go home</i>	[ˈgəʊ ˈhəʊm]	regresar a
<i>get in, into</i>	[ˈget ˈɪn/ɪntu]	entrar	<i>go pale</i>	[ˈgəʊ ˈpeɪl]	ponerse malo
<i>get late</i>	[ˈget ˈleɪt]	hacerse o llegar tarde	<i>go shopping</i>	[ˈgəʊ ˈʃɒpɪŋ]	(una cosa)
<i>get married</i>	[ˈget ˈmarɪd]	casarse	<i>go to bed</i>	[ˈgəʊ tu ˈbed]	pasar
<i>get off</i>	[ˈget ˈɒf]	aparearse	<i>go to sleep</i>	[ˈgəʊ tu ˈsli:p]	ir a dar un
<i>get on</i>	[ˈget ˈɒn]	progresar	<i>go to the pictures</i>	[ˈgəʊ tu ðə ˈpɪktʃəz]	paseo
<i>get out of</i>	[ˈget ˈaʊt əv]	salir de	<i>go up</i>	[ˈgəʊ ˈʌp]	entrar
<i>get over</i>	[ˈget ˈəʊvə(r)]	pasar por encima	<i>goat</i>	[ˈgəʊt]	continuar
<i>get thin</i>	[ˈget ˈθɪn]	adelgazar			salir, apa-
<i>get to a place</i>	[ˈget tuə ˈpleɪs]	llegar a un lugar			garse
<i>get ready</i>	[ˈget ˈredi]	preparar, prepararse			irse a casa

<i>God</i>	[god]	Dios	<i>grow dark</i>	['grəu 'da:k]	oscurecer
<i>gold</i>	[gəʊld]	oro	<i>grow plants</i>	['grəu 'pla:nts]	cultivar
<i>golden</i>	['gəʊldən]	dorado, de oro	<i>grow up</i>	['grəu 'ʌp]	plantas crecer
<i>good</i>	[gud]	bueno	<i>grown-up</i>	['grəʊnʌp]	adulto
<i>good-bye</i>	['gud'bai]	adiós	<i>growth</i>	[grəʊθ]	maleza, vegetación
<i>good-for-nothing</i>	['gudfə'nʌθɪŋ]	inútil	<i>guard</i>	[ga:d]	v. r.
<i>goods</i>	[gudz]	mercancías, géneros	<i>guard</i>	[ga:d]	guarda, guardián
<i>govern</i>	['gʌvən]	v. r.	<i>Guatemala</i>	[gwati'ma:lə]	Guatemala
<i>graceful</i>	['greɪsfʊl]	agraciado	<i>guest</i>	[gest]	convidado, huésped
<i>grain</i>	[greɪn]	grano	<i>guide</i>	[gaɪd]	v. r.
<i>grand</i>	[grænd]	gran, grandioso	<i>guinea</i>	['gɪni]	guinea (21 chelines)
<i>grandee</i>	[gran'di:]	prócer, grande de un reino	<i>guitar</i>	[gi'ta:(r)]	guitarra
<i>grandfather</i>	['grænd-fa:ðə(r)]	abuelo	<i>gulf</i>	[gʌlf]	golfo
<i>grant</i>	[grɑ:nt]	v. r.	<i>gun</i>	[gʌn]	arma de fuego, escopeta, cañón
<i>grape</i>	[greɪp]	uva	— H —		
<i>grasp</i>	[grɑ:sp]	v. r.			
<i>grass</i>	[grɑ:s]	hierba	<i>habit</i>	['hæbɪt]	hábito, costumbre
<i>grave</i>	[greɪv]	tumba, fosa	<i>had</i>	[həd/hæd/əd/d]	de <i>to have</i>
<i>gravy</i>	['greɪvi]	salsa, jugo	<i>had better</i>	['həd 'betə(r)]	conveniencia
<i>great</i>	[greɪt]	gran, grande	<i>hadn't</i>	['hædənt]	= <i>had not</i>
<i>great many</i>	['greɪt 'meni]	muchos, as	<i>hair</i>	['heə(r)]	pelo, cabello
<i>Greece</i>	[gri:s]	Grecia	<i>hair-cut</i>	['heə-kʌt]	corde de pelo
<i>Greek</i>	[gri:k]	griego	<i>hairdresser</i>	['heə'dresə(r)]	peluquero, peñadora
<i>green</i>	[gri:n]	verde	<i>hair-dresser's</i>	['heə'dresəz]	peluquería
<i>green-grocer's</i>	['gri:n-'grəʊsəz]	verdulería	<i>hair-style</i>	['heəstail]	peinado
<i>greet</i>	[gri:t]	v. r.	<i>half</i>	[ha:f]	mitad, medio
<i>greetings</i>	['gri:tiŋz]	saludos	<i>half-penny</i>	['heɪpni]	medio penique
<i>grey</i>	[greɪ]	gris	<i>hall</i>	[ho:l]	salón, vestíbulo
<i>grocer's</i>	['grəʊsəz]	el abastos, tienda de comestibles	<i>ham</i>	[həm]	jamón
<i>ground</i>	[graʊnd]	suelo, tierra	<i>hammer</i>	['hæmə(r)]	martillo
<i>ground-floor</i>	['graʊnd-'flo:(r)]	piso bajo	<i>hand</i>	[hænd]	mano
<i>ground-seed oil</i>	['graʊndsi:d'oil]	aceite de maní	<i>hand</i>	[hænd]	v. r.
<i>group</i>	[gru:p]	grupo	<i>hand-bag</i>	['hændbæg]	bolso de mano
<i>grow</i>	[grəʊ]	v. i.			

<i>handkerchief</i>	['hʌŋkətʃɪf]	pañuelo	<i>heat</i>	[hi:t]	v. r.
<i>handle</i>	['hændl]	v. r.	<i>heaven</i>	['hevn]	cielo
<i>hand-made</i>	['hænd'meɪd]	hecho a mano	<i>heavy</i>	['hevi]	pesado, fuerte
			<i>he'd</i>	[hi:d]	= <i>he had</i> , <i>he would</i>
<i>hang</i>	[hʌŋ]	v. i.	<i>height</i>	[haɪt]	altura
<i>happen</i>	['hʌpən]	v. r.	<i>held up</i>	['held 'ʌp]	parado, detenido
<i>happen to be</i>	['hʌpən tu 'bi:]	suceder, ser	<i>help</i>	[help]	v. r.
<i>happily</i>	['hʌpɪli]	felizmente	<i>help</i>	[help]	ayuda
<i>happiness</i>	['hʌpɪnɪs]	felicidad	<i>helpless</i>	['helpɪs]	desvalido, incapacitado
<i>happy</i>	['hʌpi]	feliz	<i>hemisphere</i>	['hemɪsfɪə(r)]	hemisferio
<i>hard</i>	[hɑ:d]	duro, difícil	<i>hen</i>	[hen]	gallina
<i>hardly</i>	['hɑ:dli]	duramente, apenas	<i>her</i>	[hə:(r)/hə(r) /ə(r)]	a. pos. y ob. de <i>she</i>
<i>hard-working</i>	['hɑ:dwə:kɪŋ]	trabajador (a.)	<i>here</i>	[hiə(r)]	aquí, acá
<i>harbour</i>	['hɑ:bə(r)]	puerto	<i>here you are</i>	['hiə ju 'ɑ:]	aquí está, aquí lo tienes
<i>harmful</i>	['hɑ:mful]	dañino, nocivo			
<i>harvest</i>	['hɑ:vɪst]	cosecha, fruto	<i>hero</i>	['hiərəu]	héroe
<i>has</i>	[haz/həz/əz/z/]	de <i>to have</i>	<i>heroine</i>	['hərəuin]	heroína
<i>hasn't</i>	['hazənt]	= <i>has not</i>	<i>hers</i>	[hə:z]	pro. pos.
<i>hasty</i>	['heɪsti]	apresurado, ligero	<i>herself</i>	[hə'self]	se (ella misma)
<i>hat</i>	[hat]	sombrero	<i>he's</i>	[hi:z/hiz/iz]	= <i>he is</i> , <i>he has</i>
<i>hatch</i>	[hatʃ]	v. r.	<i>hide</i>	[haɪd]	v. i.
<i>hate</i>	[heit]	v. r.	<i>high</i>	[haɪ]	alto
<i>have</i>	[hʌv/həv/əv/v]	v. i.	<i>high-heeled shoes</i>	['haɪ-hi:ld 'ʃu:z]	zapato de tacón alto
<i>have a cold</i>	['hʌv ə'kəʊld]	tener un, resfriado	<i>highway</i>	['haɪwei]	autopista
<i>have a shave</i>	['hʌv ə 'ʃeɪv]	afeitarse	<i>hill</i>	[hɪl]	colina, montaña
<i>haven't</i>	['hʌvənt]	= <i>have not</i>			
<i>have on</i>	['hʌv 'ɒn]	llevar (una prenda)	<i>him</i>	[him/im]	ob. de <i>he</i>
<i>he</i>	[hi:/hi/i]	él	<i>himself</i>	[him'self]	se (él mismo)
<i>head</i>	[hed]	cabeza	<i>hire</i>	['haɪə(r)]	v. r.
<i>head</i>	[hed]	principal	<i>his</i>	[hɪz/ɪz]	a. y p. pos.
<i>health</i>	[helθ]	salud	<i>history</i>	['hɪstəri]	historia
<i>healthy</i>	['helθi]	sano, saludable	<i>hit</i>	[hit]	v. i.
			<i>hockey</i>	['hɒki]	hockey (juego)
<i>hear</i>	[hiə(r)]	v. i.	<i>hold</i>	[həʊld]	v. i.
<i>heart</i>	[hɑ:t]	corazón	<i>hold a party</i>	['həʊld ə 'pa:ti]	dar una fiesta
<i>heat</i>	[hi:t]	calor			

<i>hold on</i>	[ˈhəʊld 'on]	agarrarse, asirse de	<i>how long</i>	[ˈhau 'lɒŋ]	qué largo, cuánto tiempo
<i>hole</i>	[həʊl]	agujero, hueco	<i>how many</i>	[ˈhau 'meni]	cuántos, as cuánto
<i>holiday</i>	[ˈhɒlɪdi]	vacación, fiesta	<i>how much</i>	[ˈhau 'mʌtʃ]	qué viejo
<i>home</i>	[həʊm]	casa, hogar	<i>how old</i>	[ˈhau 'əʊld]	qué alto
<i>home town</i>	[ˈhəʊm 'taʊn]	ciudad donde uno vive	<i>how tall</i>	[ˈhau 'tɔ:l]	v. r.
<i>homework</i>	[ˈhəʊmwɜ:k]	tarea escolar	<i>howl</i>	[haʊl]	enorme, grande
<i>honest</i>	[ˈɒnɪst]	honrado, íntegro	<i>huge</i>	[hju:dʒ]	¡hola!
<i>honesty</i>	[ˈɒnɪstɪ]	honradez, integridad	<i>hullo!</i>	[hʌ'ləʊ!]	humilde
<i>honey</i>	[ˈhʌni]	miel	<i>humb!e</i>	[ˈhʌmb!]	cien, ciento
<i>honeymoon</i>	[ˈhʌnɪmu:n]	luna de miel	<i>hundred</i>	[ˈhʌndrəd]	hambre
<i>honour</i>	[ˈɒnə(r)]	honor	<i>hunger</i>	[ˈhʌŋgə(r)]	hambriento
<i>hook</i>	[hʊk]	gancho, anzuelo	<i>hungry</i>	[ˈhʌŋɡri]	v. r.
<i>hop</i>	[hɒp]	v. r.	<i>hunt</i>	[hʌnt]	cazador
<i>hope</i>	[həʊp]	v. r.	<i>hunter</i>	[ˈhʌntə(r)]	apresurada- mente
<i>hopeless</i>	[ˈhəʊplɪs]	irremediable, desesperan- zado	<i>hurriedly</i>	[ˈhʌrɪdli]	prisa, preci- pitación
<i>horribly</i>	[ˈhɒrəbli]	horriblemen- te, terrible- mente	<i>hurry</i>	[ˈhʌri]	v. r.
<i>horse</i>	[hɔ:s]	caballo	<i>hurry</i>	[ˈhʌri]	v. i.
<i>hospitality</i>	[hɒspi'tælɪtɪ]	hospitalidad	<i>hurt</i>	[hɜ:t]	esposo
<i>host</i>	[həʊst]	v. r.	<i>husband</i>	[ˈhʌzbənd]	choza, caseta
<i>hot</i>	[hɒt]	caliente	<i>hut</i>	[hʌt]	
<i>hotel</i>	[həʊ'tel]	hotel			
<i>hour</i>	[ˈaʊə(r)]	hora			
<i>house</i>	[haʊs]	casa			
<i>housework</i>	[ˈhaʊswɜ:k]	trabajo de la casa			
<i>how</i>	[hau]	cómo			
<i>however</i>					
<i>much</i>	[hau'evə 'mʌtʃ]	no obstante lo mucho			
<i>how big</i>	[ˈhau 'bɪg]	qué grande			
<i>how do you do?</i>	[ˈhau du ju 'du:ʔ]	(saludo)			
<i>how far</i>	[ˈhau 'fa:(r)]	qué lejos			
<i>how heavy</i>	[ˈhau 'hevi]	qué pesado			

— I —

<i>I</i>	[aɪ]	yo
<i>ice</i>	[aɪs]	hielo
<i>ice-cream</i>	[aɪs'kri:m]	helado (n.)
<i>icy</i>	[aɪsi]	helado, frío
<i>I'd</i>	[aɪd]	<i>I had, I would</i>
<i>idea</i>	[aɪ'diə]	idea
<i>ideal</i>	[aɪ'diəl]	ideal, per- fecto
<i>I don't mind</i>	[aɪ dɒnt 'maɪnd]	a mí no me importa
<i>if</i>	[ɪf]	si (conjun- ción)
<i>ignorant</i>	[ɪɡnərənt]	ignorante
<i>ill</i>	[ɪl]	enfermo, malo
<i>I'll</i>	[aɪl]	<i>I shall, I will</i>
<i>illness</i>	[ɪlnɪs]	enfermedad

<i>I'll see you later</i>	[aɪl 'si: ju 'leɪtə(r)]	te veré luego	<i>independence</i>	[ɪndɪ'pendəns]	independencia
<i>I'm</i>	[aɪm]	<i>I am</i>	<i>India</i>	['ɪndjə]	India
<i>I'm sorry</i>	[aɪm 'sɒri]	lo siento	<i>influence</i>	['ɪnfluəns]	influencia
<i>imagine</i>	[ɪ'mædʒɪn]	v. r.	<i>information</i>	[ɪnfə'meɪʃən]	información, informe
<i>immediately</i>	[ɪ'mi:dʒətli]	inmediata- mente	<i>ingenuity</i>	[ɪndʒi'njuɪti]	ingenuidad, destreza
<i>import</i>	[ɪm'pɔ:t]	v. r.	<i>-ing</i>	[-ɪŋ]	(sufijo)
<i>import</i>	['ɪmpɔ:t]	importe, valor	<i>injection</i>	[ɪn'dʒekʃən]	inyección
<i>important</i>	[ɪm'pɔ:tənt]	importante	<i>ink</i>	[ɪŋk]	tinta
<i>impossible</i>	[ɪm'pɒsəbl]	imposible	<i>inkstand</i>	['ɪŋkstænd]	tintero
<i>impress</i>	[ɪm'pres]	v. r.	<i>insect</i>	['ɪnset]	insecto
<i>impressive</i>	[ɪm'presɪv]	impresiona- nte, gran- dioso	<i>inside</i>	[ɪn'saɪd]	en el interior, dentro
<i>improve</i>	[ɪm'pru:v]	v. r.	<i>insist</i>	[ɪn'sɪst]	v. r.
<i>in</i>	[ɪn]	en	<i>install</i>	[ɪn'stɔ:l]	v. r.
<i>in chains</i>	[ɪn 'tʃeɪnz]	encadenado	<i>instead of</i>	[ɪn'sted əv]	en vez de
<i>in command</i>	[ɪn kə'mænd əv]	al mando de	<i>instrument</i>	['ɪnstrəmənt]	instrumento
<i>in front of</i>	[ɪn 'frʌnt əv]	delante de	<i>instrument</i>	['ɪnstrəmənt 'pænl]	tablero de ins- trumentos
<i>in order</i>	[ɪn 'ɔ:də(r)]	en orden	<i>intelligent</i>	[ɪn'telɪdʒənt]	inteligente
<i>in order that</i>	[ɪn 'ɔ:də ðət]	a fin de que	<i>intend</i>	[ɪn'tend]	v. r.
<i>in place of</i>	[ɪn 'pleɪs əv]	en lugar de	<i>interest</i>	['ɪntrɪs]	v. r.
<i>in spite of</i>	[ɪn 'spaɪt əv]	a pesar de, no obstante	<i>interest</i>	['ɪntrɪs]	interés
<i>in the after- noon</i>	[ɪn ðə 'ɑ:ftə- 'nu:n]	por la tarde	<i>interested</i>	['ɪntrɪstɪd]	interesado
<i>in the</i>			<i>interesting</i>	['ɪntrɪstɪŋ]	interesante
<i>course of</i>	[ɪn ðə 'kɔ:s əv]	en el curso de	<i>internal</i>		
<i>in the end</i>	[ɪn ðɪ 'end]	al fin	<i>combustion</i>		
<i>in the</i>			<i>engine</i>	[ɪn'tə:nəl kəm'bʌstʃən 'endʒɪn]	motor de combustión interna
<i>morning</i>	[ɪn ðə 'mɔ:niŋ]	por la ma- ñana	<i>interpreter</i>	[ɪn'tə:pɪtə(r)]	intérprete
<i>in time</i>	[ɪn 'taɪm]	a tiempo	<i>interroga- tive</i>	[ɪntə'rogətɪv]	interrogativo
<i>inch</i>	[ɪntʃ]	pulgada	<i>interroga- tively</i>	[ɪntə'rogətɪvli]	interrogativa- mente
<i>include</i>	[ɪn'klu:d]	v. r.	<i>interval</i>	['ɪntəvəl]	intervalo, in- termedio
<i>increase</i>	[ɪn'kri:s]	v. r.	<i>into</i>	['ɪntu]	en, dentro de
<i>increase</i>	['ɪnkri:s]	aumento, cre- cimiento	<i>intonation</i>	[ɪntəu'neiʃən]	entonación
<i>indeed</i>	[ɪn'di:d]	verdadera- mente, real- mente	<i>introduce</i>	[ɪntrə'dju:s]	v. r.
			<i>invent</i>	[ɪn'vent]	v. r.
			<i>invest</i>	[ɪn'vest]	v. r.

<i>invite</i>	[in'vait]	v. r.	<i>joke</i>	[dʒəuk]	chiste, broma
<i>Ireland</i>	['aiələnd]	Irlanda	<i>jolly good</i>	['dʒoli 'gud]	excelente
<i>Irish</i>	['aiəriʃ]	irlandés (a.)	<i>journey</i>	['dʒə:nɪ]	viaje
<i>iron</i>	['aɪən]	hierro, plancha	<i>joy</i>	[dʒɔɪ]	alegría
<i>is</i>	[iz/z/s]	es	<i>judge</i>	[dʒʌdʒ]	juez
<i>-ish, -ist</i>	[—ɪʃ, -ɪst]	(sufijos)	<i>judgement</i>	['dʒʌdmənt]	sentencia, veredicto
<i>island</i>	['aɪlənd]	isla	<i>juice</i>	[dʒu:s]	zumو, jugo
<i>isn't</i>	['ɪzənt]	= <i>is not</i>	<i>July</i>	[dʒu'lai]	julio
<i>isn't it?</i>	['ɪzənt ɪt?]	¿verdad?	<i>jump</i>	[dʒʌmp]	v. r.
<i>it</i>	[ɪt]	p. per. s. y ob.	<i>June</i>	[dʒu:n]	junio
<i>Italian</i>	['ɪtəljən]	italiano	<i>just</i>	[dʒʌst]	justo,
<i>italics</i>	['ɪtəlɪks]	letra bastar- dilla	<i>just</i>	[dʒʌst]	justamente
<i>Italy</i>	['ɪtəli]	Italia	<i>just as</i>	['dʒʌst əz]	justamente cuando
<i>item</i>	['aɪtəm]	item, partida, párrafo	<i>just then</i>	['dʒʌst 'ðen]	justamente entonces
<i>its</i>	[ɪts]	p. pos.			
<i>it's</i>	[ɪts]	= <i>it is, it has</i>			
<i>it's been</i>					

— K —

<i>nice see- ing you</i>	[ɪts bi:n 'nais 'si:ɪŋ ju]	me ha alegrado verte	<i>keep</i>	[ki:p]	v. i.
			<i>keep laws</i>	['ki:p 'lo:z]	guardar las leyes
<i>itself</i>	[ɪt'self]	se (ello mismo)	<i>keep one's word</i>	['ki:p 'wʌnz 'wɜ:d]	mantener la palabra
<i>I've</i>	[aɪv]	= <i>I have</i>			

— J —

<i>jacket</i>	['dʒʌkɪt]	chaqueta, paltó	<i>keep order</i>	['ki:p 'o:ðə(r)]	mantener el orden
<i>January</i>	['dʒʌnjuəri]	enero	<i>keep quiet</i>	['ki:p 'kwaɪət]	callarse, estar quieto
<i>Japan</i>	[dʒə'pan]	Japón	<i>kennel</i>	['kenəl]	perrera, caseta
<i>jar</i>	[dʒa:]	jarro, jarrón	<i>key</i>	[ki:]	llave
<i>jet-liner</i>	['dʒet'laɪnə(r)]	avión de pa- sajeros de chorro	<i>kick</i>	[kɪk]	v. r.
<i>Jew</i>	[dʒu:]	judío, israelita	<i>kill</i>	[kɪl]	v. r.
<i>jewel</i>	['dʒu:əl]	joya	<i>kilo</i>	['ki:ləu]	kilo
<i>job</i>	[dʒɒb]	empleo, trabajo	<i>kilometre</i>	['kɪlə'mi:tə(r)]	kilómetro
<i>join</i>	[dʒɔɪn]	v. r.	<i>kind</i>	[kaɪnd]	amable, caritativo
<i>joint</i>	[dʒɔɪnt]	articulación, juntura	<i>kind</i>	[kaɪnd]	clase, especie
<i>joint</i>	[dʒɔɪnt]	v. r.	<i>kindness</i>	['kaɪnnɪs]	bondad, ama- bilidad
			<i>king</i>	[kɪŋ]	rey
			<i>kiss</i>	[kɪs]	v. r.
			<i>kiss</i>	[kɪs]	beso

<i>kit</i>	[kit]	gatito	<i>late</i>	[leɪt]	tarde (adv.)
<i>kitchen</i>	['kɪtʃɪn]	cocina	<i>lately</i>	['leɪtli]	recientemente
<i>kitchen-garden</i>	['kɪtʃɪn- 'gɑ:dən]	huerto	<i>latest</i>	['leɪtɪst]	de <i>late</i>
<i>kite</i>	[kaɪt]	cometa	<i>lathe</i>	[leɪð]	torno
<i>kitten</i>	['kɪtn]	gatito	<i>Latin</i>	['lætɪn]	latín
<i>knee</i>	[ni:]	rodilla	<i>latter</i>	['lætə(r)]	de <i>late</i>
<i>kneel</i>	[ni:]	v. i.	<i>laugh</i>	[lɑ:f]	risa
<i>knife</i>	[naɪf]	cuchillo	<i>laugh at</i>	['lɑ:f at/ət]	v. r.
<i>knock</i>	[nok]	v. r.	<i>lavatory</i>	['lavətəri]	lavabo, baño
<i>know</i>	[nəu]	v. i.	<i>law</i>	[lo:]	ley,
					derecho (n.)
	— L —		<i>lawyer</i>	['lɔ:jə(r)]	abogado
			<i>lay</i>	[leɪ]	v. i.
			<i>lay an egg</i>	['leɪ ən 'eg]	poner un huevo
<i>labour</i>	['leɪbə(r)]	trabajo, labor	<i>lay the table</i>	['leɪ ðə 'teɪbl]	poner la mesa
<i>labourer</i>	['leɪbə(r)]	obrero, bracero	<i>lazy</i>	['leɪzi]	perezoso, flojo
<i>lady</i>	['leɪdi]	señora	<i>lead</i>	[led]	plomo
<i>lady-doctor</i>	['leɪdi- 'dɒktə(r)]	doctora, médico	<i>lead</i>	[li:d]	v. i.
<i>lake</i>	[leɪk]	lago	<i>leader</i>	['li:də(r)]	líder, jefe
<i>lamb</i>	[læm]	cordero	<i>leaf</i>	[li:f]	hoja
<i>lamp</i>	[læmp]	lámpara	<i>leap year</i>	['li:p-jə:(r)]	año bisiesto
<i>land</i>	[lænd]	tierra	<i>learn</i>	[lɜ:n]	v. i.
<i>land</i>	[lænd]	v. r.	<i>learned</i>		
<i>landing</i>	['lændɪŋ]	aterrizaje, desembarco	<i>man</i>	['lɜ:nɪd 'man]	erudito, experto
<i>landing apron</i>	['lændɪŋ 'eɪprən]	zona de esta- cionamiento de aeronaves	<i>least</i>	[li:st]	de <i>little</i>
<i>landing signal</i>	['lændɪŋ 'sɪgnəl]	señal de ate- rризaje	<i>leave</i>	[li:v]	v. i.
<i>lane</i>	[leɪn]	senda, vereda	<i>leave-taking</i>	['li:v'teɪkɪŋ]	despedida
<i>language</i>	['læŋgwɪdʒ]	idioma	<i>leaves</i>	[li:vz]	hojas
<i>large</i>	[lɑ:dʒ]	grande	<i>left</i>	[left]	izquierda
<i>last</i>	[lɑ:st]	último, pasado	<i>leg</i>	[leg]	pierna
<i>last</i>	[lɑ:st]	v. r.	<i>lemonade</i>	[lemə'neɪd]	limonada
<i>last night</i>	['lɑ:st 'naɪt]	anoche	<i>lend</i>	[lend]	v. i.
<i>last week</i>	['lɑ:st 'wi:k]	la semana pasada	<i>length</i>	[lenθ]	longitud
			<i>less</i>	[les]	menos
			<i>-less</i>	[-lɪs]	(sufijo)
			<i>lesson</i>	['lesən]	lección
			<i>let</i>	[let]	v. i.
			<i>let down</i>	['let 'daʊn]	bajar (v. tran- sitivo)
			<i>let me see</i>	['let mi: 'si:]	déjame pensar
			<i>letter</i>	['letə(r)]	carta, letra

<i>lettuce</i>	[ˈletɪs]	lechuga	(a) <i>long way</i>	
<i>liberation</i>	[lɪbəˈreɪʃən]	liberación	<i>off</i>	[ə ˈlɒŋ ˈwei ɒf] lejos, distante
<i>liberator</i>	[lɪbəˈreɪtə(r)]	libertador	<i>look</i>	[lʊk] v. r.
<i>liberty</i>	[ˈlɪbəti]	libertad	<i>look after</i>	[ˈlʊk ˈɑːftə(r)] v. r.
<i>library</i>	[ˈlaɪbrəri]	biblioteca	<i>look at</i>	[ˈlʊk ˈæt/ət] v. r.
<i>lie</i>	[laɪ]	v. r. e i.	<i>look for</i>	[ˈlʊk ˈfoː(r)/ fə(r)] v. r.
<i>lie</i>	[laɪ]	mentira	<i>look for-</i>	
<i>life</i>	[laɪf]	vida	<i>ward to</i>	[ˈlʊk ˈfoːwəd tu] ansiar, anhelar
<i>life-time</i>	[ˈlaɪftaɪm]	curso de la vida		
<i>lift</i>	[lɪft]	v. r.	<i>look like</i>	[ˈlʊk ˈlaɪk] v. r.
<i>lift</i>	[lɪft]	ascensor		
<i>light</i>	[laɪt]	luz	<i>look out of</i>	[ˈlʊk ˈaut əv] mirar afuera
<i>light</i>	[laɪt]	ligero, no pesado	<i>look up</i>	[ˈlʊk ˈʌp] v. r.
<i>light</i>	[laɪt]	v. i.	<i>looking-</i>	
<i>lighting</i>	[ˈlaɪtɪŋ]	iluminación, alumbrado	<i>glass</i>	[ˈlʊkɪŋɡlaːs] espejo
<i>lightning</i>	[ˈlaɪtnɪŋ]	relámpago	<i>loose</i>	[luːs] suelto, flojo
<i>like</i>	[laɪk]	v. r.	<i>lose</i>	[luːz] v. i.
<i>like</i>	[laɪk]	como, igual, semejante	<i>lose one's</i>	
<i>line</i>	[laɪn]	vía férrea	<i>way</i>	[ˈluːz ˈwʌnz ˈwei] perderse
<i>line</i>	[laɪn]	línea, fila	<i>loss</i>	[los] pérdida
<i>lip</i>	[lɪp]	labio	<i>lot</i>	[lot] mucho, fortuna
<i>liquid</i>	[ˈlɪkwɪd]	líquido	<i>lots of</i>	[ˈlots əv] mucho, os, gran cantidad
<i>list</i>	[lɪst]	lista, relación		
<i>listen</i>	[ˈlɪsən]	v. r.	<i>loud</i>	[laʊd] recio, fuerte
<i>little</i>	[ˈlɪtl]	poco, pequeño	<i>loudspeak-</i>	
<i>live</i>	[lɪv]	v. r.	<i>er</i>	[ˈlaʊdˈspiːkə(r)] altavoz
<i>lives</i>	[lɪvz]	de <i>to live</i>	<i>love</i>	[lʌv] v. r.
<i>lives</i>	[laɪvz]	plural de <i>live</i>	<i>love</i>	[lʌv] amor
<i>load</i>	[ləʊd]	v. r.	<i>lovely</i>	[ˈlʌvli] hermoso, agradable
<i>load</i>	[ləʊd]	carga		
<i>loaf</i>	[ləʊf]	pan, hogaza	<i>low</i>	[ləʊ] bajo, malo
<i>loaves</i>	[ləʊvz]	de <i>loaf</i>	<i>lower</i>	[ləʊə(r)] v. r.
<i>local</i>	[ˈləʊkəl]	local, regional	<i>low-heeled</i>	
<i>lock</i>	[lɒk]	v. r.	<i>shoes</i>	[ˈləʊ ˈhiːld ˈʃuːz] zapato de tacón bajo
<i>London</i>	[ˈlʌndən]	Londres	<i>lucky</i>	[ˈlʌki] afortunado, dichoso
<i>long</i>	[lɒŋ]	largo	<i>luggage</i>	[ˈlʌɡɪdʒ] equipaje
<i>long ago</i>	[lɒŋ əˈɡəʊ]	hace mucho	<i>lunch</i>	[ˈlʌntʃ] comida almuerzo
<i>long distan-</i>				
<i>ce call</i>	[ˈlɒŋ ˈdɪstəns ˈkɔːl]	llamada de larga dis- tancia	<i>-ly</i>	[-li] (sufijo)
<i>long since</i>	[ˈlɒŋ ˈsɪns]	hace mucho	<i>lying</i>	[ˈlaɪɪŋ] tendido, echado

— M —

<i>machine</i>	[mə'ʃi:n]	máquina
<i>machinery</i>	[mə'ʃi:nəri]	maquinaria
<i>madam</i>	[ˈmædəm]	señora
<i>made</i>	[meid]	de <i>to make</i>
<i>made of</i>	[ˈmeid əv]	hecho de
<i>magazine</i>	[ˈmægə'zi:n]	revista
<i>magic</i>	[ˈmædʒɪk]	mágico
<i>magician</i>	[mə'dʒɪʃən]	mago,
		hechicero
<i>maid</i>	[meid]	doncella
<i>maid-</i>		servienta
<i>servant</i>	[ˈmeid'sə:vənt]	sirvienta,
		criada
<i>mail</i>	[meil]	correo,
		correspon-
		dencia
<i>mail-box</i>	[ˈmeilbɒks]	buzón
<i>main</i>	[mein]	principal
<i>mainland</i>	[ˈmeinlənd]	continente,
		tierra firme
<i>majority</i>	[mə'dʒɔriti]	mayoría
<i>make</i>	[ˈmeik]	v. i.
<i>make a</i>		
<i>mistake</i>	[ˈmeik ə mis'teɪk]	equivocarse
<i>make fun of</i>	[ˈmeik 'fʌn əv]	reirse de
<i>make out</i>	[ˈmeik 'aʊt]	descifrar,
		comprender
<i>make sure</i>		
<i>that</i>	[ˈmeik 'ʃʊə ðət]	asegurarse
		que
<i>make tea</i>	[ˈmeik 'ti:]	hacer té
<i>make up</i>		
<i>one's</i>		
<i>mind</i>	[ˈmeik 'ʌp 'waɪnz 'maɪnd]	decidirse
<i>male-nurse</i>	[ˈmeɪl 'nɜ:s]	enfermero
<i>man</i>	[man]	hombre
<i>manage</i>	[ˈmanɪdʒ]	v. r.
<i>manager</i>	[ˈmanɪdʒə(r)]	gerente, admi-
		nistrador
<i>manner</i>	[ˈmanə(r)]	manera,
		modo

<i>manufac-</i>		
<i>ture</i>	[ˈmanju- 'fæktʃə(r)]	industria,
		manufactura
<i>manufac-</i>		
<i>turing</i>	[ˈmanju- 'fæktʃəriŋ]	industrial,
		fabril
<i>many</i>	[ˈmeni]	muchos, as,
<i>map</i>	[map]	mapa
<i>March</i>	[ma:tʃ]	marzo
<i>march</i>	[ma:tʃ]	v. r.
<i>march</i>	[ma:tʃ]	marcha
<i>mare</i>	[mæə(r)]	yegua
<i>mark</i>	[ma:k]	señal, marca
<i>marmalade</i>	[ˈma:məleɪd]	mermelada
<i>marriage</i>	[ˈmarɪdʒ]	matrimonio,
		boda
<i>married</i>	[ˈmarɪd]	casado
<i>marry</i>	[ˈmari]	v. r.
<i>marvellous</i>	[ˈma:vɪləs]	maravilloso,
		asombroso
<i>mass</i>	[mas]	masa, misa
<i>master</i>	[ˈma:stə(r)]	amo, dueño
<i>match</i>	[matʃ]	lucha
<i>mate</i>	[meɪt]	compañero,
		camarada
<i>material</i>	[mə'tiəriəl]	materia,
		género
<i>matter</i>	[ˈmatə(r)]	v. i.
<i>May</i>	[meɪ]	mayo
<i>may</i>	[meɪ]	v. i. defectivo
<i>mayn't</i>	[ˈmeɪənt]	= <i>may not</i>
<i>me</i>	[mi:/mi]	ob. de <i>I</i>
<i>me too</i>	[mi: 'tu:]	yo también
<i>meal</i>	[mi:l]	comida
<i>mean</i>	[mi:n]	v. i.
<i>meaning</i>	[ˈmi:nɪŋ]	significado
<i>mean to do</i>	[ˈmi:n tu 'du:]	querer hacer
<i>meant for</i>	[ˈment fo:(r)]	ideado, hecho
		para
<i>meantime</i>	[ˈmi:n'taim]	mientras
		tanto
<i>measure</i>	[ˈmeʒə(r)]	medida
<i>measure</i>	[ˈmeʒə(r)]	v. r.
<i>measure-</i>		
<i>ments</i>	[ˈmeʒəmənts]	medidas
<i>meat</i>	[mi:t]	carne
<i>mechanic</i>	[mi'kanɪk]	mecánico

<i>medicine</i>	['medsin]	medicina	<i>mission</i>	['mi:ʃən]	misión
<i>Mediterranean</i>	[meditə-'reinjən]	Mediterráneo	<i>mis-spelling</i>	[mis'spelɪŋ]	falta de ortografía
<i>meet</i>	[mi:t]	v. i.	<i>mistake</i>	[mis'teɪk]	error, equivocación
<i>meeting</i>	[mi:tiŋ]	reunión, entrevista	<i>mistake</i>	[mis'teɪk]	v. i.
<i>melon</i>	['melən]	melón	<i>mistaken</i>	[mis'teɪkən]	equivocado, errado
<i>memorable</i>	['memərəbl]	memorable	<i>mister</i>	['mistə(r)]	señor
<i>memory</i>	['meməri]	memoria	<i>mistress</i>	['mistris]	señora
<i>men</i>	[men]	hombres	<i>mixed up</i>	['mɪkst 'ʌp]	mezclado
<i>mend</i>	[mend]	v. r.	<i>mixture</i>	['mɪkstʃə(r)]	mezcla
<i>mention</i>	['menʃən]	v. r.	<i>moan</i>	['məʊn]	v. r.
<i>mentioned above</i>	['menʃənd ə'baʊ]	antes citado	<i>modern</i>	['mɒdən]	moderno
<i>merchant</i>	['mæ:tʃənt]	traficante, comerciante	<i>moment</i>	['məʊmənt]	momento
<i>merchant ship</i>	['mæ:tʃənt-ʃɪp]	buque mercante	<i>monarch</i>	['mɒnək]	monarca
<i>merely</i>	['miəli]	simplemente, meramente	<i>Monday</i>	['mʌndi]	lunes
<i>merry</i>	['meri]	alegre, jovial	<i>money</i>	['mʌni]	dinero
<i>metal</i>	['metl]	metal	<i>monkey</i>	['mʌŋki]	mono
<i>metre</i>	['mi:tə(r)]	metro	<i>month</i>	['mʌnθ]	mes
<i>mice</i>	[maɪs]	ratones	<i>monument</i>	['mɒnjumənt]	monumento
<i>middle</i>	['mɪdl]	centro, medio	<i>moon</i>	[mu:n]	luna
<i>midnight</i>	['mɪdnaɪt]	medianoche	<i>Moor</i>	[muə(r)]	moro, árabe
<i>might</i>	[maɪt]	de <i>may</i>	<i>more</i>	[mo:(r)]	más
<i>mightn't</i>	['maɪtənt]	= <i>might not</i>	<i>more and more</i>	['mo:r ənd 'mo:(r)]	más y más
<i>mile</i>	[maɪl]	milla	<i>morning</i>	['mɔ:niŋ]	mañana (n.)
<i>milk</i>	[mɪlk]	leche	<i>most</i>	[məʊst]	de <i>much</i>
<i>milk</i>	[mɪlk]	v. r.	<i>mother</i>	['mʌðə(r)]	madre
<i>million</i>	['mɪljən]	millón	<i>motor-car</i>	['məʊtəka:(r)]	automóvil
<i>mind</i>	[maɪnd]	v. r.	<i>motorist</i>	['məʊtərɪst]	motorista
<i>mind</i>	[maɪnd]	inteligencia, mente	<i>mount</i>	[maʊnt]	monte
<i>mine</i>	[maɪn]	p. pos.	<i>mount</i>	[maʊnt]	v. r.
<i>mine</i>	[maɪn]	mina	<i>mountain</i>	['maʊntɪn]	montaña
<i>miner</i>	['maɪnə(r)]	minero	<i>mouse</i>	[maʊs]	ratón
<i>minute</i>	['mɪnɪt]	minuto	<i>mouth</i>	[maʊθ]	boca, entrada
<i>miracle</i>	['mɪrəkl]	milagro	<i>move</i>	[mu:v]	v. r.
<i>mirror</i>	['mɪrə(r)]	espejo	<i>movement</i>	['mu:vmənt]	movimiento
<i>miss</i>	[mɪs]	señorita	<i>movies</i>	['mu:vɪz]	cine
<i>miss</i>	[mɪs]	v. r.	<i>Mr.</i>	['mɪstə(r)]	de <i>mister</i>
<i>missing</i>	['mɪsɪŋ]	ausente, que falta	<i>Mrs.</i>	['mɪsɪz]	de <i>mistress</i>
			<i>much</i>	[mʌtʃ]	mucho, a,
			<i>mummy</i>	['mʌmi]	mamá
			<i>municipal</i>	['mju:'nɪsɪpəl]	municipal
			<i>museum</i>	['mju:'ziəm]	museo
			<i>music</i>	['mju:zɪk]	música

<i>musical</i>	[ˈmjuːzɪkəl]	musical	<i>neither</i>	[ˈnaiðə(r)]	ni uno ni otro
<i>musician</i>	[mjuːˈzɪʃən]	músico	<i>nephew</i>	[ˈnevju]	sobrino
<i>must</i>	[mʌst/məst/ məs]	v. i. defectivo = <i>must not</i>	<i>—ness</i>	[—nis]	(sufijo)
<i>mustn't</i>	[ˈmʌsənt]		<i>nest</i>	[nest]	nido
<i>my</i>	[mai]	mi, mis	<i>net</i>	[net]	red, malla
<i>myself</i>	[maɪˈself]	me (yo mismo)	<i>neutraliza- tion</i>	[njuːtrəlaɪˈzeɪʃən]	neutralización
— N —					
<i>nail</i>	[neɪl]	uña	<i>never</i>	[ˈnevə(r)]	nunca, jamás
<i>name</i>	[neɪm]	nombre	<i>never mind!</i>	[ˈnevə ˈmaɪnd]	no importa
<i>name</i>	[neɪm]	v. r.	<i>new</i>	[njuː]	nuevo
<i>named after</i>	[ˈneɪmd ˈaːftə(r)]	llamado según	<i>newly- married</i>	[ˈnjuːli ˈmarɪd]	recién casados
<i>narrow</i>	[ˈnarəʊ]	estrecho, angosto	<i>news</i>	[njuːz]	noticias
<i>nasty</i>	[ˈnɑːsti]	desagradable	<i>newspaper</i>	[ˈnjuːspeɪpə(r)]	periódico
<i>nation</i>	[ˈneɪʃən]	nación	<i>New York</i>	[ˈnjuː ˈjɔːk]	Nueva York
<i>national</i>	[ˈnəʃənəl]	nacional	<i>next</i>	[ˈnekst]	próximo, siguiente
<i>National Anthem</i>	[ˈnəʃənəl ˈænθəm]	Himno Nacional	<i>next door</i>	[ˈnekst ˈdoː]	la puerta contigua
<i>native</i>	[ˈneɪtɪv]	nativo	<i>next to</i>	[ˈnekst tə]	junto a, al lado de
<i>naturally</i>	[ˈnatʃrəli]	naturalmente	<i>nice</i>	[naɪs]	agradable, lindo, bueno
<i>naval</i>	[ˈneɪvəl]	naval	<i>nicely</i>	[ˈnaɪsli]	delicadamente
<i>navigator</i>	[neɪˈveɪtə(r)]	navegante, marino	<i>niece</i>	[niːs]	sobrina
<i>near</i>	[nɪə(r)]	cerca, cerca de	<i>night</i>	[naɪt]	noche
<i>near by</i>	[ˈnɪə ˈbaɪ]	cercano	<i>night-dress</i>	[ˈnaɪtdres]	camisón
<i>nearly</i>	[ˈnɪəli]	casi	<i>Nile</i>	[naɪl]	el Nilo
<i>necessary</i>	[ˈnesəsəri]	necesario	<i>nine</i>	[naɪn]	nueve
<i>neck</i>	[nek]	cuello	<i>nineteen</i>	[ˈnaɪnˈtiːn]	diecinueve
<i>need</i>	[niːd]	v. r.	<i>no</i>	[nəʊ]	no
<i>need</i>	[niːd]	necesidad	<i>no</i>	[nəʊ]	= <i>not a</i>
<i>needle</i>	[ˈniːdl]	aguja	<i>noble</i>	[ˈnəʊbl]	noble, ilustre
<i>needlessy</i>	[ˈniːdlɪsli]	inútilmente	<i>nobody</i>	[ˈnəʊbədi]	nadie
<i>negative</i>	[ˈnegətɪv]	negativo	<i>noise</i>	[noɪz]	ruido
<i>negatively</i>	[ˈnegətɪvli]	negativa-mente	<i>noisy</i>	[ˈnoɪzi]	ruidoso
<i>neglect</i>	[niˈglekt]	v. r.	<i>none</i>	[nʌn]	ninguno, a, nada
<i>negotiations</i>	[nɪɡəʊsiˈeɪʃənz]	negociaciones	<i>nook</i>	[nuk]	rincón, escondrijo
<i>neighbour</i>	[ˈneɪbə(r)]	vecino	<i>noon</i>	[nuːn]	mediodía
<i>neighbour- ing</i>	[ˈneɪbəɪɪŋ]	vecino (a.)	<i>no one</i>	[ˈnəʊwʌn]	nadie, ninguno
			<i>normally</i>	[ˈnoːməli]	normalmente
			<i>north</i>	[noːθ]	norte

<i>northern</i>	['no:ðən]	septentrional
<i>nose</i>	[nəuz]	nariz
<i>not</i>	[not]	no
<i>note</i>	[nəut]	nota, apunte
<i>note-book</i>	['nəutbuk]	libreta
<i>not only</i>	['not 'əunli]	no sólo
<i>nothing</i>	['nʌθɪŋ]	nada
<i>notice</i>	['nəutis]	anuncio, aviso
<i>notice</i>	['nəutis]	v. r.
<i>novel</i>	['novəl]	novela
<i>novelist</i>	['novəlist]	novelista
<i>November</i>	[nəu'vembə(r)]	noviembre
<i>now</i>	[nau]	ahora
<i>now!</i>	[nau]	bien..., así
<i>nowhere</i>	['nəuwɛə(r)]	en ninguna parte
<i>number</i>	['nʌmbə(r)]	número
<i>nun</i>	[nʌn]	monja
<i>nurse</i>	[nɜ:s]	enfermera

— O —

<i>object</i>	['ɒbdʒɪkt]	objeto
<i>object</i>	[əb'dʒekt]	v. r.
<i>obtain</i>	[əb'tein]	v. r.
<i>occasion</i>	[ə'keɪʒən]	ocasión
<i>occupy</i>	['ɒkjʊpaɪ]	v. r.
<i>ocean</i>	['əuʃən]	océano
<i>o'clock</i>	[ə'klɒk]	(de el reloj)
<i>October</i>	[ə'ktəʊbə(r)]	octubre
<i>of</i>	[ɒv/əv]	de
<i>of course</i>	[əv 'kɔ:s]	por supuesto
<i>off</i>	[ɒf]	lejos, distante
<i>offer</i>	['ɒfə(r)]	v. r.
<i>office</i>	['ɒfis]	oficio, ocupación
<i>office</i>	['ɒfis]	oficina
<i>officer</i>	['ɒfisə(r)]	oficial, funcionario
<i>official</i>	[ə'fiʃəl]	oficial (a.)
<i>often</i>	['ɒfən]	frecuente- mente
<i>oh dear!</i>	!'əu 'diə(r)]	¡Dios mío!
<i>oil</i>	['ɔɪl]	aceite, petróleo
<i>old</i>	[əʊld]	viejo
<i>olive</i>	['ɒlɪv]	aceituna
<i>omelette</i>	['ɒmlɪt]	tortilla

<i>on</i>	[ɒn]	en, sobre
<i>on and on</i>	['ɒn ənd 'ɒn]	continua- mente
<i>on board</i>	[ɒn 'bɔ:d]	a bordo
<i>on condi- tion that</i>	['ɒn kən'dɪʃən ðət]	con la condi- ción de que
<i>on fire</i>	[ɒn 'faɪə(r)]	ardiendo, en llamas
<i>on foot</i>	[ɒn 'fʊt]	a pie
<i>on horse- back</i>	[ɒn 'hɔ:sbæk]	a caballo
<i>on the left</i>	[ɒn ðə 'left]	a la izquierda
<i>on the phone</i>	[ɒn ðə 'fəʊn]	al teléfono
<i>on the other hand</i>	[ɒn ðɪ 'ʌðə 'hand]	por otro lado
<i>on the right</i>	[ɒn ðə 'raɪt]	a la derecha
<i>one</i>	[wʌn]	uno
<i>one another</i>	['wʌn ə'nʌðə(r)]	se (uno a otro)
<i>one by one</i>	['wʌn baɪ 'wʌn]	uno a uno
<i>once</i>	[wʌns]	una vez
<i>onion</i>	['ʌnʃən]	cebolla
<i>only</i>	['əunli]	sólo, solamente
<i>onto</i>	['ɒntu]	= <i>on to</i> , sobre
<i>open</i>	['əʊpən]	v. r., abierto
<i>open- country</i>	['əʊpən 'kʌntri]	campo abierto
<i>opening</i>	['əʊpənɪŋ]	abertura, entrada
<i>operate</i>	['ɒpəreɪt]	v. r.
<i>operation</i>	[ɒpə'reɪʃən]	operación
<i>opinion</i>	[ə'pɪnjən]	opinión
<i>opportunity</i>	[ɒpə'tju:nɪti]	oportunidad
<i>opposite</i>	['ɒpəzɪt]	opuesto, contrario
<i>or</i>	[ɔ:(r)]	o (conjun- ción)
<i>orange</i>	['ɒrɪndʒ]	naranja
<i>orange-juice</i>	['ɒrɪndʒ dʒu:s]	jugo de naranja

<i>orange-tree</i>	['orindʒtri:]	naranja	<i>painting</i>	['peintiŋ]	cuadro, pintura
<i>order</i>	['o:də(r)]	v. r.	<i>pair</i>	[pɛə(r)]	par, pareja
<i>order</i>	['o:də(r)]	orden, mandado	<i>palace</i>	['paləs]	palacio
<i>ordinary</i>	['o:di:nəri]	ordinario, común	<i>pale</i>	[peil]	pálido, claro
<i>ornament</i>	['o:nəment]	ornamento	<i>pantheon</i>	[pan'θi:ən]	panteón
<i>other</i>	['ʌðə(r)]	otro	<i>paper</i>	['peipə(r)]	papel
<i>ought</i>	[o:t]	v. i. defectivo	<i>paper</i>	['peipə(r)]	v. r.
<i>oughtn't</i>	['o:tənt]	= <i>ought not</i>	<i>Paraguay</i>	['parəgwai]	Paraguay
<i>our</i>	['auə(r)]	nuestro, a, os, as	<i>parcel</i>	['pa:sl]	paquete, bulto
<i>ours</i>	['auəz]	p. pos.	<i>pare</i>	[pɛə(r)]	v. r.
<i>ourselves</i>	[auə'self]	nos (yo mismo)	<i>parents</i>	['peərənts]	padre y madre
<i>ourselves</i>	[auə'selvz]	nos (nosotros mismos)	<i>Paris</i>	['paris]	París
<i>out</i>	[aut]	fuera de	<i>park</i>	[pa:k]	v. r.
<i>out of</i>	['aut əv]	fuera, afuera	<i>parrot</i>	['parət]	loro
<i>out of sight</i>	['aut əv 'sait]	fuera de la vista	<i>part</i>	[pa:t]	parte, entrega
<i>outside</i>	['aut'said]	exterior, de afuera	<i>party</i>	['pa:ti]	convite, reunión
<i>outstanding</i>	[aut'standiŋ]	prominente	<i>pass</i>	[pa:s]	v. r.
<i>oven</i>	['ʌvən]	horno	<i>pass an examination</i>	['pa:s ən ɪgzami'neiʃən]	aprobar
<i>over</i>	['əuvə(r)]	sobre, encima	<i>pass one's examination</i>	['pas: 'wʌnz ɪgzami'neiʃən]	aprobar
<i>overall fee</i>	['əuvərə:l fi:]	honorarios totales	<i>passage</i>	['pasidʒ]	galería, pasaje, transcurso
<i>overcoat</i>	['əuvəkəʊt]	abrigo, gabán	<i>passenger</i>	['pasindʒə(r)]	pasajero
<i>overcome</i>	[əuvə'kʌm]	v. i.	<i>passport</i>	['pa:s-po:t]	pasaporte
<i>overlook</i>	[əuvə'lʊk]	v. r.	<i>past</i>	[pa:st]	pasado
<i>over there</i>	['əuvə'ðɛə(r)]	por ahí	<i>Patagonia</i>	[patə'gəunjə]	Patagonia
<i>own</i>	[əʊn]	propio	<i>path</i>	[pa:θ]	senda, vereda
<i>own</i>	[əʊn]	v. r.	<i>patient</i>	['peɪʃənt]	paciente, enfermo
<i>ox</i>	[oks]	buey	<i>patriot</i>	['peɪtriət]	patriota
— P —			<i>pattern</i>	['patən]	modelo, muestra
<i>packed</i>	[pakt]	atestado, apretado	<i>pause</i>	[po:z]	pausa
<i>packet</i>	['pakɪt]	paquete	<i>pay</i>	[peɪ]	v. i.
<i>page</i>	[peɪdʒ]	página	<i>pay attention</i>	['peɪ ə'tenʃən]	prestar atención
<i>pain</i>	[peɪn]	dolor, pena	<i>pea</i>	[pi:]	guisante, chícharo
<i>painful</i>	['peɪnfʊl]	doloroso			
<i>paint</i>	[peɪnt]	v. r.			
<i>paint</i>	[peɪnt]	pintura			
<i>painter</i>	['peɪntə(r)]	pintor			

<i>peace</i>	[pi:s]	paz	<i>pill</i>	[pil]	píldora
<i>pear</i>	[pɛə(r)]	pera	<i>pillow-slip</i>	['piləu-slip]	funda de almohada
<i>peck</i>	[pek]	medida áridos (1/4 bushel)	<i>pilot</i>	['pailət]	piloto
<i>pen</i>	[pen]	pluma	<i>pin</i>	[pin]	alfiler
<i>pence</i>	[pens]	peniques	<i>pineapple</i>	['pain'apl]	piña
<i>pencil</i>	['pensl]	lápiz	<i>pipe</i>	[paip]	pipa, tubo
<i>pencil-box</i>	['penslboks]	caja para lápices	<i>pity</i>	['piti]	lástima, compasión
<i>pencil-sharpener</i>	['pensl- 'ʃa:pnə(r)]	sacapuntas	<i>place</i>	[pleis]	lugar, sitio
<i>penny</i>	['peni]	penique	<i>place</i>	[pleis]	v. r.
<i>people</i>	['pi:pl]	gente	<i>plain</i>	[plein]	llanura, sencillito, claro
<i>pepper</i>	['pepə(r)]	pimienta, ají	<i>plan</i>	[plan]	v. r.
<i>per cent</i>	[pə'sent]	por ciento	<i>plan</i>	[plan]	plan, proyecto
<i>perfect</i>	['pə:fikt]	perfecto	<i>plane</i>	[plein]	avión
<i>perfume</i>	[pə:'fju:m]	perfume	<i>plant</i>	[pla:nt]	v. r.
<i>perhaps</i>	[pə'haps]	quizá	<i>plant</i>	[pla:nt]	planta
<i>permit</i>	[pə'mit]	v. r.	<i>plash</i>	[plaf]	v. r.
<i>person</i>	['pə:sən]	persona	<i>plastic</i>	['plastik]	plástico, fácil de moldear
<i>personal</i>	['pə:sənəl]	personal	<i>plate</i>	[pleit]	plato
<i>Peru</i>	[pə'ru:]	Perú	<i>play</i>	[plei]	v. r.
<i>petticoat</i>	['petikəut]	faldas, sayuela	<i>play</i>	[plei]	comedia
<i>phone</i>	[fəun]	teléfono	<i>play music</i>	['plei 'mju:zik]	tocar música
<i>photographer</i>	[fə'togrəfə(r)]	fotógrafo	<i>player</i>	['pleiə(r)]	jugador
<i>pianist</i>	['pjanist]	pianista	<i>plaything</i>	['pleiθiŋ]	juguete
<i>piano</i>	['pjanəu]	piano	<i>plead guilty</i>	['pli:d 'gilti]	confesarse culpable
<i>pick</i>	[pik]	v. r.	<i>pleasant</i>	['plezənt]	agradable
<i>pick out</i>	['pik 'aut]	elegir, seleccionar	<i>please!</i>	[pli:z!]	¡por favor!
<i>pick up</i>	['pik 'ʌp]	levantar, coger	<i>please</i>	[pli:z]	v. r.
<i>pickled</i>	['pikld]	escabechado, encurtido	<i>pleased</i>		
<i>picture</i>	['piktʃə(r)]	cuadro, figura	<i>with</i>	['pli:zd wið]	satisfecho con
<i>pictures</i>	['piktʃəz]	cine	<i>pleasure</i>	['pleʒə(r)]	placer, gusto
<i>piece</i>	[pi:s]	pieza, trozo	<i>plenty</i>	['plenti]	abundancia, abundante
<i>piece of chalk</i>	['pi:s əv 'tʃo:k]	trozo de tiza	<i>plural</i>	['pluərəl]	plural
<i>piglet</i>	['piglit]	cerdito, cochinito	<i>pocket</i>	['pokit]	bolsillo
<i>pile</i>	[pail]	pila, montón	<i>poem</i>	['pəuim]	poema
<i>pilgrim</i>	['pilgrim]	peregrino	<i>poet</i>	['pəuit]	poeta
<i>pilgrimage</i>	['pilgrimidʒ]	peregrinación	<i>poetry</i>	['pəuətri]	v. r.
			<i>point</i>	[point]	punto, punta
			<i>point</i>	[point]	v. r.
			<i>pointer</i>	['pointə(r)]	indicador
			<i>police</i>	[pə'li:s]	(la) policía
			<i>policeman</i>	[pə'li:smən]	policía
			<i>policy</i>	['polisi]	política

<i>polish</i>	['pɒlɪʃ]	v. r.	<i>president</i>	['prezɪdənt]	presidente
<i>politely</i>	[pə'laɪtli]	cortésmente,	<i>prettily</i>	['prɪtɪli]	lindamente
		atentamente	<i>pretty</i>	['prɪti]	bonito, lindo
<i>political</i>	[pə'litikəl]	político (a.)	<i>prevent</i>	['pri'vent]	v. r.
<i>pond</i>	[pɒnd]	estanque,	<i>previous</i>	['pri:vjəs]	previo,
		laguna			anterior
<i>pony</i>	['pəʊni]	caballito,	<i>price</i>	[praɪs]	precio
		pony	<i>prick</i>	[prɪk]	v. r.
<i>poor</i>	[puə(r)]	pobre	<i>pride</i>	[praɪd]	orgullo,
<i>popular</i>	['pɒpjʊlə(r)]	popular			vanidad
<i>population</i>	[pɒpjʊ'leɪʃən]	población	<i>priest</i>	[pri:st]	sacerdote,
<i>pork</i>	[pɔ:k]	carne de			cura
		cerdo	<i>prince</i>	[prɪns]	príncipe
<i>port</i>	[pɔ:t]	puerto	<i>princess</i>	['prɪn'ses]	princesa
<i>porter</i>	['pɔ:tə(r)]	maletero,	<i>principal</i>	['prɪnsəpəl]	principal, jefe
		mozo	<i>prison</i>	['prɪzən]	prisión
<i>Portuguese</i>	[pɔ:tju'gi:z]	portugués	<i>prisoner</i>	['prɪzənə(r)]	prisionero
<i>possession</i>	[pə'zeɪʃən]	posesión,	<i>prize</i>	[praɪz]	premio
		dominio	<i>probably</i>	['prɒbəbli]	probable-
<i>possessive</i>	[pə'zɛsɪv]	posesivo			mente
<i>post</i>	[pəʊst]	correo, poste,	<i>problem</i>	['prɒbləm]	problema
		puesto	<i>process</i>	['prəʊses]	tratamiento,
<i>post</i>	[pəʊst]	v. r.			proceso
<i>post office</i>	['pəʊst 'ɒfɪs]	oficina de	<i>proclaim</i>	[prə'kleɪm]	v. r.
		correos	<i>product</i>	['prɒdʌkt]	producto
<i>postpone</i>	[pəʊs'pəʊn]	v. r.	<i>produce</i>	[prə'dju:s]	v. r.
<i>pot</i>	[pɒt]	pote, reci-	<i>profession</i>	[prə'feɪʃən]	profesión
		piente	<i>professional</i>	[prə'feɪʃənəl]	profesional
<i>potato</i>	[pə'teɪtəʊ]	patata, papa	<i>profit</i>	['prɒfɪt]	beneficio,
<i>pound</i>	[paʊnd]	libra			ganancia
<i>pour</i>	[pɔ:(r)]	v. r.	<i>programme</i>	['prəʊɡrəm]	prospecto,
<i>pour out</i>					programa
<i>the tea</i>	['pɔ:r 'aʊt ðə 'ti:]	servir, echar	<i>project</i>	['prɒdʒekt]	proyecto, plan
		el té	<i>promise</i>	['prɒmɪs]	v. r.
<i>powder</i>	['paʊdə(r)]	polvos	<i>promise</i>	['prɒmɪs]	promesa
<i>power</i>	['paʊə(r)]	poder, fuerza	<i>promote</i>	[prə'məʊt]	v. r.
<i>powerless</i>	['paʊələs]	impotente	<i>pronoun</i>	['prəʊnaʊn]	pronombre
<i>practise</i>	['præktɪs]	v. r., práctica	<i>pronuncia-</i>		
<i>pray</i>	[preɪ]	v. r.	<i>tion</i>	[prənʌnsi-	
<i>prayer</i>	[preə(r)]	oración, rezo		'eɪʃən]	pronunciación
<i>precious</i>	['preʃəs]	precioso	<i>proof</i>	[pru:f]	prueba
<i>prefer</i>	['pri:fə:(r)]	v. r.	<i>proper</i>	['prɒpə(r)]	propio
<i>prepare</i>	['pri:pəə(r)]	v. r.	<i>properly</i>	['prɒpəli]	propiamente
<i>preposition</i>	[prepə'zɪʃən]	preposición	<i>prophet</i>	['prɒfɪt]	profeta
<i>present</i>	['pri:zənt]	v. r.	<i>propose</i>	[prə'pəʊz]	v. r.
<i>present</i>	['preznt]	regalo,	<i>proud</i>	[praʊd]	orgullosa-
		presente	<i>proudly</i>	['praʊdli]	mente
<i>preserve</i>	['pri:zə:v]	v. r.	<i>prove</i>	[pru:v]	v. r.

<i>provide</i> "pub"	[prə'vaɪd] [pʌb]	v. r. bar, fuente de soda			
<i>public</i>	['pʌblɪk]	público, notorio	<i>rabbit</i>	['ræbɪt]	conejo
<i>pull</i>	[pul]	v. r.	<i>race</i>	[reis]	raza, carrera
<i>pull down</i>	['pul 'daʊn]	v. r.	<i>radio</i>	['reɪdiəʊ]	radio
<i>punish</i>	['pʌnɪʃ]	v. r.	<i>railway</i>	['reɪlwei]	ferrocarril
<i>pupil</i>	['pju:pl]	alumno	<i>rain</i>	[rein]	v. r.
<i>purse</i>	[pɜ:s]	bolso, porta- monedas	<i>rain</i>	[rein]	lluvia
<i>put</i>	[put]	v. i.	<i>raincoat</i>	['reɪnkəʊt]	impermeable
<i>put away</i>	['put ə'wei]	quitar, retirar	<i>raise</i>	[reiz]	v. r.
<i>put in, into</i>	['put 'ɪn/ɪntu]	meter	<i>rake</i>	[reɪk]	rastrillo, rastro
<i>put into the negative</i>	['put ɪntu ðə 'negatɪv]	póngase en negativo	<i>ram</i>	[ram]	carnero padre
<i>put on</i>			<i>range</i>	[reɪndʒ]	extensión
<i>clothes</i>	['put 'ɒn 'kləʊðz]	vestirse, po- nerse la ropa	<i>rank</i>	[ræŋk]	espacio
<i>put out</i>	['put 'aʊt]	apagar	<i>rather</i>	['ra:ðə(r)]	rango, categoría
<i>put up</i>	['put 'ʌp]	instalar	<i>ration</i>	['ræʃən]	un tanto, más bien
			<i>reach</i>	[ri:tʃ]	ración
			<i>reactor</i>	['ri'æktə(r)]	v. r.
			<i>read</i>	[ri:d]	reactor
			<i>reading</i>	['ri:dɪŋ]	v. i.
			<i>ready</i>	['redi]	lectura
					listo, prepa- rado
			<i>ready-made</i>	['redi'meɪd]	confecciona- do, ya he- cho

— Q —

<i>quality</i>	['kwɒləti]	calidad	<i>real estate</i>	['riəl ɪs'teɪt]	bienes raíces
<i>quantity</i>	['kwɒntəti]	cantidad, suma	<i>realize</i>	['riəlaɪz]	v. r.
<i>quarrel with</i>	['kwɒrəl wɪð]	v. r.	<i>really</i>	['riəli]	realmente
<i>quarter</i>	['kwɔ:tə(r)]	cuarto, cuarta parte	<i>reason</i>	['ri:zən]	razón
<i>queen</i>	[kwi:n]	reina	<i>receive</i>	['ri:si:v]	v. r.
<i>question</i>	['kwɛstʃən]	pregunta	<i>receiver</i>	['ri:si:və(r)]	auricular, receptor
<i>quibble</i>	['kwɪbl]	v. r.	<i>recently</i>	['ri:sntli]	recientemente, hace
<i>quick</i>	[kwɪk]	rápido			poco
<i>quickly</i>	['kwɪkli]	rápidamente, rápido	<i>reception</i>	['ri'sepʃən]	recepción, audiencia
<i>quiet</i>	['kwaɪət]	callado, quieto	<i>reception desk</i>	['ri'sepʃən 'desk]	la recepción
<i>quietly</i>	['kwaɪətli]	sin ruido, ca- lladamente	<i>receptionist</i>	['ri'sepʃənɪst]	recepcionista
<i>quite</i>	[kwaɪt]	completamen- te, del todo	<i>recognize</i>	['rekəɡnaɪz]	v. r.
<i>quite a lot</i>	['kwaɪt ə'lɒt]	bastante, mucho	<i>record</i>	['rekɔ:d]	disco, registro
			<i>record</i>	['ri:kɔ:d]	v. r.
			<i>red</i>	[red]	rojo

<i>reduction</i>	[ri'dʌkʃən]	rebaja, reducción	<i>restaurant</i>	['restərə:ŋ]	restaurante
<i>refine</i>	[ri'fain]	v. r.	<i>restore</i>	[ris'to:(r)]	v. r.
<i>refinery</i>	[ri'fainəri]	refinería	<i>result</i>	[ri'zʌlt]	resultado, consecuen- cia
<i>refining-plant</i>	[ri'fainiŋ - 'plɑ:nt]	planta de refinación	<i>result</i>	[ri'zʌlt]	v. r.
<i>reform</i>	[ri'fo:m]	v. r.	<i>return</i>	[ri'tə:n]	retribución, pago
<i>reform</i>	[ri'fo:m]	reforma	<i>return</i>	[ri'tə:n]	v. r.
<i>refreshed</i>	[ri'freʃt]	aliviado, con- fortado	<i>revolt</i>	[ri'vɒlt]	revuelta, re- belión
<i>refuse</i>	[ri'fju:z]	v. r.	<i>rewarding</i>	[ri'wo:diŋ]	valioso, re- munerador
<i>region</i>	[ri:dʒən]	región	<i>rhyme</i>	[raim]	rima, verso
<i>register</i>	[ri'ʒistə(r)]	registro, libro de parro- quia	<i>ribbon</i>	[ri'bən]	cinta
<i>Registry</i>	[ri'ʒistri]	Registro (oficina)	<i>rich</i>	[ritʃ]	rico
<i>remain</i>	[ri'mein]	v. r.	<i>riches</i>	[ri'tʃiz]	riqueza, caudales
<i>remains</i>	[ri'meinz]	restos, so- bras	<i>ride</i>	[raid]	paseo a caba- llo o en vehículo, colita
<i>remember</i>	[ri'membə(r)]	v. r.	<i>ride</i>	[raid]	v. r.
<i>remind</i>	[ri'maɪnd]	v. r.	<i>riddle</i>	[ri'dl]	acertijo, adivinanza
<i>remove</i>	[ri'mu:v]	v. r.	<i>right</i>	[rait]	derecha
<i>rent</i>	[rent]	v. r.	<i>right</i>	[rait]	(mano)
<i>rent</i>	[rent]	renta, alquiler	<i>right</i>	[rait]	correcto, bien
<i>repeat</i>	[ri'pi:t]	v. r.	<i>(a) right</i>	[(ə) 'rait]	(un) derecho
<i>reply</i>	[ri'plai]	v. r.	<i>ring</i>	[riŋ]	aro, anillo, sortija
<i>reply</i>	[ri'plai]	contestación	<i>ring</i>	[riŋ]	v. i.
<i>report</i>	[ri'po:t]	informe	<i>ring up</i>	[riŋ 'ʌp]	telefonar
<i>represent</i>	[repri'zent]	v. r.	<i>riot</i>	[ri'aiət]	desorden, motín
<i>representa- tive</i>	[repri'zentətiv]	representante	<i>rise</i>	[raiz]	v. i.
<i>republic</i>	[ri'pʌblik]	república	<i>risk</i>	[risk]	riesgo, peli- gro
<i>request</i>	[ri'kwest]	petición, ruego	<i>risk</i>	[risk]	v. r.
<i>require</i>	[ri'kwaɪə(r)]	v. r.	<i>river</i>	[ri'və(r)]	río
<i>rescue</i>	[ri'skju:]	v. r.	<i>road</i>	[rəʊd]	carretera
<i>resemble</i>	[ri'zembl]	v. r.	<i>roast</i>	[rəʊst]	v. r.
<i>reservation</i>	[resə'veiʃən]	reserva	<i>robber</i>	[ri'ɒbə(r)]	ladrón, salteador
<i>reserve</i>	[ri'zə:v]	v. r.	<i>rock</i>	[rɒk]	v. r.
<i>responsibi- lity</i>	[rispɒnsə'biliti]	responsabili- dad	<i>rock</i>	[rɒk]	roca
<i>rest</i>	[rest]	v. r.	<i>roll</i>	[rəʊl]	v. r.
<i>rest</i>	[rest]	descanso, resto	<i>roll</i>	[rəʊl]	rollo, nómina
			<i>roller</i>	[ri'ɒlə(r)]	rodillo, rulo

<i>Roman</i>	[ˈrəʊmən]	romano	<i>salt</i>	[sɒlt]	sal
<i>roof</i>	[ru:f]	tejado	<i>salt</i>	[sɒlt]	v. r.
<i>room</i>	[ru:m/rum]	habitación, sitio	<i>same</i>	[seim]	mismo
<i>rope</i>	[rəʊp]	soga, cabuya	<i>sand</i>	[sænd]	arena
<i>rose</i>	[rəʊz]	rosa	<i>sandwich</i>	[ˈsænwidʒ]	bocadillo, empare- dado
<i>rough</i>	[rʌf]	tosco	<i>sardine</i>	[sa:ˈdi:n]	sardina
<i>round</i>	[raʊnd]	redondo	<i>Saturday</i>	[ˈsætədi]	sábado
<i>round</i>	[raʊnd]	alrededor de	<i>sausages</i>	[ˈsɒsɪdʒɪz]	salchichas
<i>row</i>	[rəʊ]	fila, surco	<i>save</i>	[seiv]	v. r.
<i>rub</i>	[rʌb]	v. r.	<i>savings</i>	[ˈseivɪŋz]	ahorros
<i>rubber</i>	[ˈrʌbə(r)]	borrador, goma de borrar	<i>say</i>	[sei]	v. i.
<i>rule</i>	[ru:l]	v. r.	<i>scarf</i>	[skɑ:f]	pañuelo para el cuello
<i>rule</i>	[ru:l]	regla, esta- tuto	<i>scatter</i>	[ˈskætə(r)]	v. r.
<i>ruler</i>	[ˈru:lə(r)]	regla de dibu- jo, gober- nante	<i>scene</i>	[si:n]	escena
<i>run</i>	[rʌn]	v. i.	<i>scent</i>	[sent]	olor, rastro, fragancia
<i>run away</i>	[ˈrʌn əˈwei]	huir, escapar	<i>scheme</i>	[ski:m]	proyecto, plan
<i>run into</i>	[ˈrʌn ˈintu]	atropellar, chocar	<i>school</i>	[sku:l]	escuela
<i>run out of</i>	[ˈrʌn ˈaʊt əv]	quedarse sin existencias de	<i>school-bag</i>	[ˈsku:lbag]	cartera, bulto
<i>run through</i>	[ˈrʌn ˈθru:]	atravesar, hojear	<i>schoolmate</i>	[ˈsku:lmeɪt]	condiscípulo
<i>runaway</i>	[ˈrʌnəwei]	fugitivo, desertor	<i>school-yard</i>	[ˈsku:l-ja:d]	patio de la escuela
<i>rush</i>	[rʌʃ]	v. r.	<i>science</i>	[ˈsaɪəns]	ciencia
— S —			<i>scientist</i>	[ˈsaɪəntɪst]	científico
<i>Sabbath</i>	[ˈsəbəθ]	domingo	<i>Scot</i>	[skɒt]	escocés
<i>sad</i>	[səd]	triste	<i>Scotland</i>	[ˈskɒtlənd]	Escocia
<i>safe</i>	[seɪf]	salvo, seguro	<i>script</i>	[skript]	manuscrito
<i>safely</i>	[ˈseɪfli]	felizmente	<i>sea</i>	[si:]	mar
<i>safety</i>	[ˈseɪfti]		<i>seal</i>	[si:l]	sello, foca
<i>curtain</i>	[ˈseɪftiˈkæ:tn]	telón de seguridad	<i>seaman</i>	[ˈsi:mən]	marinero, marino
<i>sail</i>	[seɪl]	v. r.	<i>sea-shell</i>	[ˈsi:ˈʃel]	concha
<i>sail</i>	[seɪl]	vela (de bu- que)	<i>seashore</i>	[ˈsi:ˈʃo:(r)]	marina
<i>sailor</i>	[ˈseɪlə(r)]	marinero	<i>sea-side</i>	[ˈsi:ˈsaɪd]	litoral, playa
<i>salad</i>	[ˈsələd]	ensalada	<i>search</i>	[sɜ:tʃ]	playa, litoral
<i>salesman</i>	[ˈseɪlzmən]	vendedor, dependiente	<i>season</i>	[ˈsi:zən]	v. r.
			<i>seat</i>	[si:t]	estación del año
			<i>seat</i>	[si:t]	asiento
			<i>seat-belt</i>	[ˈsi:tˈbelt]	v. r.
			<i>second</i>	[ˈsekənd]	cinturón de seguridad
			<i>secret</i>	[ˈsi:krit]	segundo
			<i>secretary</i>	[ˈsekɹətɹi]	secreto
					secretaría, o

<i>see</i>	[si:]	v. i.	<i>seventy</i>	['sevənti]	setenta
<i>see about</i>	['si: ə'baʊt]	cuidar, tratar de	<i>several</i>	['sevrəl]	varios, diversos
<i>see that</i>	['si: ðət]	procurar, ver de	<i>sew</i>	[səʊ]	v. r.
<i>see the sights</i>	['si: ðə 'saɪts]	ver las vistas, los lugares	<i>shade</i>	[ʃeɪd]	sombra
<i>see you later</i>	['si: ju 'leɪtə(r)]	te veré luego	<i>shadow</i>	['ʃadəəʊ]	sombra
<i>seed</i>	[si:d]	semilla, germen	<i>shady</i>	['ʃeɪdi]	sombreado
<i>see you tomorrow</i>	['si: ju tu'mɔrəʊ]	te veré mañana	<i>shake</i>	[ʃeɪk]	v. i.
<i>seek</i>	[si:k]	v. i.	<i>shake hands</i>	['ʃeɪk 'handz]	estrechar la mano
<i>seem</i>	[si:m]	v. r.	<i>shall</i>	[ʃal/ʃəl/ɪ]	v. i. defectivo
<i>seize</i>	[si:z]	v. r.	<i>shampoo</i>	[ʃam'pu:]	champú
<i>self</i>	[self]	mismo	<i>shan't</i>	[ʃa:nt]	= <i>shall not</i>
<i>-self</i>	[-self]	(sufijo)	<i>shape</i>	[ʃeɪp]	forma
<i>sell</i>	[sel]	v. i.	<i>share</i>	[ʃeə(r)]	v. r.
<i>send</i>	[send]	v. i.	<i>shave</i>	[ʃeɪv]	v. r.
<i>send for</i>	['send fo:(r)/fə(r)]	mandar por	<i>she</i>	[ʃi:/ʃi]	ella
<i>send out</i>	['send 'aʊt]	enviar, expedir	<i>she-bear</i>	['ʃi: 'beə(r)]	osa
<i>sensational</i>	[sen'seɪʃənəl]	sensacional	<i>she-cat</i>	['ʃi: 'kæt]	gata
<i>sentence</i>	['sentəns]	oración gramatical	<i>she'd</i>	[ʃi:d]	= <i>she had</i> , <i>she would</i>
<i>September</i>	[sep'tembə(r)]	septiembre	<i>sheet</i>	[ʃi:t]	hoja, sábana
<i>sergeant</i>	['sa:dʒənt]	sargento	<i>sheet of paper</i>	['ʃi:t əv 'peɪpə(r)]	hoja de papel
<i>serious</i>	['siəriəs]	serio, grave	<i>shelf</i>	[ʃelf]	estante, repisa
<i>servant</i>	['sə:vənt]	sirviente	<i>shell</i>	[ʃel]	concha, cáscara, marisco
<i>serve</i>	[sə:v]	v. r.	<i>shepherd</i>	['ʃepəd]	pastor
<i>service</i>	['sə:vis]	servicio	<i>sherry</i>	['ʃeri]	vino de Jerez
<i>serving-woman</i>	['sə:viŋ-'wʊmən]	sirvienta	<i>she's</i>	[ʃi:z]	<i>she is</i> , <i>she has</i>
<i>set</i>	[set]	v. i.	<i>shift</i>	[ʃɪft]	turno de trabajo, desvío
<i>set fire to</i>	['set 'faɪə tu]	prender, encender	<i>shilling</i>	['ʃɪlɪŋ]	chelín
<i>set out</i>	['set 'aʊt]	partir, marchar	<i>shine</i>	[ʃaɪn]	v. i.
<i>set sail</i>	['set 'seɪl]	zarpar	<i>ship</i>	[ʃɪp]	buque, barco
<i>set up</i>	['set 'ʌp]	instalar	<i>shirt</i>	[ʃə:t]	camisa
<i>settle</i>	['setl]	v. r.	<i>shoe</i>	[ʃu:]	zapato
<i>seven</i>	['sevən]	siete	<i>shoot</i>	[ʃu:t]	v. i.
<i>seventeen</i>	['sevən'ti:n]	diecisiete	<i>shop</i>	[ʃɒp]	tienda, negocio
			<i>shopping</i>	['ʃɒpɪŋ]	compras
			<i>shopping-bag</i>	['ʃɒpɪŋbæg]	bolso de compra
			<i>shop-window</i>	['ʃɒp'wɪndəʊ]	escaparate
			<i>shore</i>	[ʃɔ:(r)]	costa, playa,

<i>short</i>	[ʃo:t]	corto, bajo	<i>single</i>	[ˈsɪŋɡl]	solo, soltero
<i>shorts</i>	[ʃo:ts]	pantalones	<i>singular</i>	[ˈsɪŋɡjʊlə(r)]	singular
		cortos	<i>sir</i>	[sə:(r)/sə(r)]	señor
<i>shot</i>	[ʃot]	disparo, tiro	<i>sister</i>	[ˈsɪstə(r)]	hermana
<i>should</i>	[ʃʊd]	de <i>shall</i>	<i>sit</i>	[sɪt]	v. i.
<i>shoulder</i>	[ˈʃəʊldə(r)]	hombro	<i>sit down</i>	[ˈsɪt ˈdaʊn]	sentarse
<i>shouldn't</i>	[ˈʃʊdənt]	= <i>should not</i>	<i>sitting-room</i>	[ˈsɪtɪŋ rʊm]	sala de estar
<i>shout</i>	[ʃaʊt]	v. r.	<i>situated</i>	[ˈsɪtʃueɪtɪd]	situado,
<i>show</i>	[ʃəʊ]	v. r.			ubicado
<i>show</i>	[ʃəʊ]	función es-	<i>situation</i>	[sɪtʃuˈeɪʃən]	situación, es-
		pectáculo			tado
<i>shower</i>	[ˈʃaʊə(r)]	chaparrón.	<i>six</i>	[sɪks]	seis
		ducha	<i>sixteen</i>	[ˈsɪksˈti:n]	dieciséis
<i>shower</i>			<i>sixty</i>	[ˈsɪkstɪ]	setenta
<i>upon</i>	[ˈʃaʊər əˈpɒn]	v. r.	<i>size</i>	[saɪz]	tamaño, me-
<i>showy</i>	[ˈʃəʊi]	llamativo,			dida
		chillón.	<i>skin</i>	[skɪn]	piel, cutis,
<i>shrimp</i>	[ʃrɪmp]	camarón,			pellejo
		gamba	<i>skirt</i>	[skɜ:t]	falda
<i>shut</i>	[ʃʌt]	v. i.	<i>sky</i>	[skai]	cielo, firma-
<i>shut</i>	[ʃʌt]	cerrado			mento
<i>shy</i>	[ʃai]	tímido,	<i>sky-</i>		
		reservado	<i>scraper</i>	[ˈskai-	
<i>sick</i>	[sɪk]	enfermo, ma-		ˈskreɪpə(r)]	rascacielos
		reado	<i>slaughter-</i>		
<i>side</i>	[saɪd]	lado	<i>house</i>	[ˈslɔ:təhaus]	matadero
<i>side by side</i>	[ˈsaɪd baɪ ˈsaɪd]	uno junto	<i>sleep</i>	[sli:p]	v. i.
		a otro	<i>sleep</i>	[sli:p]	sueño, reposo
<i>sideways</i>	[ˈsaɪdweɪz]	oblicuamente,	<i>sleeves</i>	[sli:v]	manga
		al revés	<i>slice</i>	[slais]	tajada, lonja
<i>sigh</i>	[saɪ]	v. r.	<i>slim</i>	[slɪm]	delgado
<i>sights</i>	[saɪts]	vistas, sitios	<i>slip</i>	[slɪp]	v. r.
		de interés	<i>slow</i>	[sləʊ]	lento, pau-
<i>sight-seer</i>	[ˈsaɪtˈsi:ə(r)]	visitante, tu-			sado
		rista	<i>slowly</i>	[ˈsləʊli]	lentamente,
<i>sign</i>	[saɪn]	v. r.			poco a
<i>signature</i>	[ˈsɪɡnɪʃə(r)]	firma			poco
<i>silence</i>	[ˈsaɪləns]	silencio	<i>small</i>	[smɔ:l]	pequeño
<i>silent</i>	[ˈsaɪlənt]	silencioso,	<i>smell</i>	[smel]	v. i.
		mudo	<i>smell</i>	[smel]	olor
<i>silk</i>	[sɪlk]	seda	<i>smoke</i>	[sməʊk]	v. r.
<i>silly</i>	[ˈsɪli]	necio, tonto	<i>snake</i>	[sneɪk]	culebra
<i>silver</i>	[ˈsɪlvə(r)]	plata (metal)	<i>snap</i>	[snæp]	v. r.
<i>simple</i>	[ˈsɪmpl]	simple, fácil	<i>snow</i>	[snəʊ]	v. r.
<i>since</i>	[sɪns]	desde, desde	<i>snow</i>	[snəʊ]	nieve
		que	<i>so</i>	[səʊ]	por lo tanto,
<i>sincere</i>	[sɪnˈsiə(r)]	sincero			así
<i>sing</i>	[sɪŋ]	v. i.	<i>so</i>	[səʊ]	tan
<i>singer</i>	[ˈsɪŋɡə(r)]	cantor	<i>soap</i>	[səʊp]	jabón

<i>sock</i>	[sɒk]	calcetín	<i>Spaniard</i>	['spanjəd]	español (n.)
<i>soda</i>	['səudə]	soda	<i>Spanish</i>	['spaniʃ]	español
<i>so do I</i>	['səu 'du: 'ai]	yo también			(idioma y adjetivo)
<i>so-so</i>	['səu-'səu]	regular, así así	<i>spare</i>	[spɛə(r)]	disponible, sobrante
<i>sofa</i>	['səufə]	sofá	<i>speak</i>	[spi:k]	v. i.
<i>soft</i>	[sɒft]	blando, suave	<i>specially</i>	['speʃəli]	especialmente
<i>soft drink</i>	['sɒft drɪŋk]	bebida no alcohólica	<i>speech</i>	[spi:tʃ]	discurso
<i>soil</i>	[soil]	tierra, suelo	<i>speed</i>	[spi:d]	velocidad
<i>soldier</i>	['səuldʒə(r)]	soldado	<i>spell</i>	[spel]	v. i.
<i>so long</i>	['səu'lon]	hasta luego	<i>spend</i>	[spend]	v. i.
<i>solve</i>	[sɒlv]	v. r.	<i>spices</i>	['spaisiz]	especies
<i>so much</i>	['səu 'matʃ]	tanto	<i>spit</i>	[spit]	v. i.
<i>so that</i>	['səu ðət]	de modo que	<i>spoil</i>	[spoil]	v. r.
<i>some</i>	['səm]	algo, algunos	<i>sport</i>	[spo:t]	deporte
<i>somebody</i>	['səmbədi]	alguien, alguno	<i>spread</i>	[spred]	v. i.
<i>someone</i>	['səmwʌn]	alguien, alguno	<i>spring</i>	[sprɪŋ]	v. i.
<i>something</i>	['səmθɪŋ]	algo, alguna cosa	<i>spring</i>	[sprɪŋ]	primavera
<i>sometimes</i>	['səmtaɪmz]	a veces	<i>spring</i>	[sprɪŋ]	manantial
<i>somewhere</i>	['səmwɛə(r)]	en alguna parte	<i>spy</i>	[spai]	muelle, resorte
<i>son</i>	[sʌn]	hijo	<i>square</i>	[skwɛə(r)]	espía
<i>song</i>	[sɒŋ]	canción	<i>stable</i>	['steɪbl]	plaza, cuadrado
<i>soon</i>	[su:n]	pronto	<i>stage</i>	[steɪdʒ]	establo, cuadra
<i>soprano</i>	[sə'pra:nəu]	soprano	<i>stage-manager</i>	['steɪdʒ-'manɪdʒə(r)]	escenario, escena, etapa, grado
<i>sort</i>	[so:t]	v. r.	<i>stair-carpet</i>	['steə'ka:pɪt]	director de escena
<i>sort</i>	[so:t]	clase, género	<i>staircase</i>	['steəkeɪs]	alfombra de la escalera
<i>soul</i>	[səul]	alma	<i>stairs</i>	[steəz]	escalera
<i>sound</i>	[saund]	v. r.	<i>stall</i>	[sto:l]	escalera
<i>sound</i>	[saund]	sonido, ruido	<i>stamp</i>	[stamp]	butaca
<i>soup</i>	[su:p]	sopa	<i>stamp</i>	[stamp]	sello, estampilla
<i>source</i>	[so:s]	fuelle, origen	<i>stamp</i>	[stamp]	v. r.
<i>south</i>	[sauθ]	(el) Sur	<i>stand</i>	[stand]	v. i.
<i>southerly</i>	['saðəli]	meridional	<i>standing-lamp</i>	['standɪŋ-'læmp]	lámpara de pie
<i>southern</i>	['saðən]	meridional	<i>star</i>	[sta:(r)]	estrella
<i>southwards</i>	['sauθwədʒ]	hacia el sur			
<i>sow</i>	[sau]	puerca, cerda (n.)			
<i>sow</i>	[səu]	v. i.			
<i>soya-seed</i>					
<i>oil</i>	['soiəsi:d 'oil]	aceite de soja			
<i>spaghetti</i>	[spə'geti]	fideos muy gruesos, spaghetti			
<i>Spain</i>	[speɪn]	España			

<i>start</i>	[sta:t]	v. r.	<i>string</i>	[striŋ]	bramante,
<i>state</i>	[steit]	estado, na- ción	<i>strong</i>	[strɒŋ]	cabuya fuerte
<i>station</i>	['steiʃən]	estación	<i>strong</i>		
<i>stationer's</i>	['steiʃnəz]	papelaría	<i>drink</i>	['strɒŋ driŋk]	bebida alco- hólica
<i>statue</i>	['statju:]	estatua	<i>struggle</i>	['strʌgl]	lucha
<i>stay</i>	[stei]	v. r.	<i>student</i>	['stju:dənt]	estudiante, alumno
<i>steal</i>	[sti:l]	v. i.	<i>study</i>	['stʌdi]	estudio
<i>steel</i>	[sti:l]	acero	<i>study</i>	['stʌdi]	v. r.
<i>steel works</i>	['sti:l wə:ks]	acererías	<i>stuff</i>	[stʌf]	sustancia, producto
<i>step</i>	[step]	paso, escalón	<i>stupidity</i>	[stju'piditi]	estupidez
<i>steps</i>	[steps]	escalera mó- vil (aero- puertos)	<i>style</i>	[stail]	estilo
<i>sternly</i>	['stə:nli]	severamente	<i>subject</i>	['sʌbdʒikt]	sujeto, mate- ria
<i>stick</i>	[stik]	bastón, es- taca	<i>substance</i>	['sʌbstəns]	sustancia
<i>stick</i>	[stik]	v. i.	<i>substitute</i>	['sʌbstitju:t]	sustituto
<i>sticky</i>	['stiki]	pegajoso	<i>succeed</i>	[sʌk'si:d]	v. r.
<i>still</i>	[stil]	todavía, aún	<i>successful</i>	[sʌk'sesful]	afortunado, próspero
<i>stock</i>	[stɒk]	existencias	<i>success- fully</i>	[sʌk'sesfuli]	felizmente, con éxito
<i>stockings</i>	['stɒkiŋs]	medias	<i>such</i>	[sʌtʃ]	semejante, tal
<i>stocks</i>	[stɒks]	capital en acciones, valores, existencias	<i>suck</i>	[sʌk]	v. r.
<i>stomach</i>	['stʌmək]	estómago	<i>suddenly</i>	['sʌdənli]	de repente
<i>stone</i>	[stəun]	pedra	<i>suffer</i>	['sʌfə(r)]	v. r.
<i>stool</i>	[stu:l]	banquillo, banqueta	<i>sufficient</i>	[sə'fiʃənt]	suficiente
<i>stop</i>	[stop]	v. r.	<i>sufficiently</i>	[sə'fiʃəntli]	suficiente- mente
<i>storage</i>	['sto:ridʒ]	almacenaje	<i>sugar</i>	['ʃugə(r)]	azúcar
<i>store</i>	[sto:(r)]	v. r.	<i>sugar- basin</i>	['ʃugə'beisin]	azucarero
<i>store</i>	[sto:(r)]	almacén, de- pósito	<i>suggest</i>	[sə'dʒest]	v. r.
<i>storm</i>	[sto:m]	tormenta	<i>suit</i>	[su:t/sju:t]	traje, flux
<i>story</i>	['sto:ri]	historieta, narración	<i>suitcase</i>	['su:tkeis/ 'sju:tkeis]	maleta
<i>straight</i>	[streit]	directo, recto	<i>suite</i>	[swi:t]	apartamento, suite
<i>strange</i>	[streindʒ]	extraño, raro	<i>sum</i>	[sʌm]	suma, total
<i>stranger</i>	['streindʒə(r)]	forastero, ex- traño	<i>summary</i>	['sʌməri]	resumen, compendio
<i>stream</i>	[stri:m]	corriente, arroyo	<i>summer</i>	['sʌmə(r)]	verano
<i>street</i>	[stri:t]	calle	<i>sun</i>	[sʌn]	sol
<i>strenght</i>	[streŋθ]	fuerza, efica- cia	<i>sun-bathe</i>	['sʌnbeɪð]	v. r.
<i>stretch</i>	[stretʃ]	v. r.	<i>Sunday</i>	['sʌndi]	domingo
<i>strike</i>	[straik]	v. i.			

<i>sunset</i>	['sʌnset]	puesta del sol	<i>take a city</i>	['teik ə 'siti]	tomar una ciudad
<i>sunshade</i>	['sʌnʃeɪd]	quitasol, sombrella	<i>take away</i>	['teik ə 'wei]	quitar, llevarse
<i>supermarket</i>	['sju:pə'ma:kit]	supermercado	<i>take care</i>	['teik 'keə(r)]	tener cuidado
<i>supper</i>	['sʌpə(r)]	cena	<i>take down</i>	['teik 'daʊn]	bajar, apuntar
<i>supplies</i>	['sʌplai:z]	viveres, suministros	<i>take hold of</i>	['teik 'həʊld əv]	agarrarse a
<i>supply</i>	['sʌplai]	v. r.	<i>take notice</i>	['teik 'nəʊtɪs]	darse por enterado
<i>supporting</i>	['sʌpə:tiŋ]	secundario	<i>take off</i>	['teik 'ɒf]	quitarse una prenda, despegar un avión
<i>suppose</i>	['sʌpəʊz]	v. r.	<i>take one's chance</i>	['teik 'wʌnz 'tʃa:ns]	aventurarse, intentar
<i>sure</i>	[ʃʊə(r)]	seguro, cierto	<i>take out</i>	['teik 'aʊt]	sacar, obtener
<i>surface</i>	['sə:fəs]	superficie	<i>take time</i>	['teik 'taɪm]	costar, llevar tiempo
<i>surgery</i>	['sə:dʒəri]	consulta del médico	<i>talk</i>	[to:k]	v. r.
<i>surprise</i>	['səpraɪz]	v. r.	<i>talk</i>	[to:k]	charla, conversación
<i>swampy</i>	['swɒmpi]	pantano, cenagoso	<i>tall</i>	[to:l]	alto
<i>swan</i>	[swɒn]	cisne	<i>tank</i>	[tʌŋk]	depósito, tanque
<i>swear</i>	[swɛə(r)]	v. i.	<i>task</i>	[tas:k]	tarea, faena
<i>sweep</i>	[swi:p]	v. i.	<i>taste</i>	[teɪst]	sabor, gusto
<i>sweet</i>	[swi:t]	dulce (a.)	<i>taste</i>	[teɪst]	v. r.
<i>(a) sweet</i>	[(ə) 'swi:t]	dulce, postre	<i>taxi</i>	['taksi]	v. r.
<i>swell</i>	[swel]	v. i.	<i>taxi</i>	['taksi]	taxi
<i>swiftly</i>	['swɪftli]	velozmente	<i>taxi-driver</i>	['taksi-'draɪvə(r)]	taxista
<i>swim</i>	[swɪm]	v. i.	<i>tea</i>	[ti:]	té
<i>swimming-pool</i>	['swɪmɪŋpu:l]	piscina	<i>tea-cup</i>	['ti:kʌp]	taza de té
<i>swing open</i>	['swɪŋ 'əʊpən]	hacer girar abriendo	<i>tea-pot</i>	['ti:pɒt]	tetera
<i>switch</i>	[swɪtʃ]	v. r.	<i>tea-set</i>	['ti:-set]	juego de té
<i>switch</i>	[swɪtʃ]	llave, conmutador	<i>teashop</i>	['ti:ʃɒp]	sala de té
<i>switch off</i>	['swɪtʃ 'ɒf]	desconectar, desenchufar	<i>teach</i>	[ti:tʃ]	v. i.
<i>switch on</i>	['swɪtʃ 'ɒn]	conectar, enchufar	<i>teacher</i>	['ti:tʃə(r)]	profesor
<i>system</i>	['sɪstɪm]	sistema	<i>team</i>	[ti:m]	equipo
— T —			<i>tears</i>	[tiəz]	lágrimas
<i>table</i>	['teɪbl]	mesa	<i>tease</i>	[ti:z]	v. r.
<i>tail</i>	[teɪl]	cola, rabo	<i>technical</i>	['teknɪkəl]	técnico (a.)
<i>tailor</i>	['teɪlə(r)]	sastre	<i>teeth</i>	[ti:θ]	dientes
<i>tailor's</i>	['teɪləz]	sastrería	<i>telegram</i>	['telɪgram]	telegrama
<i>take</i>	[teɪk]	v. i.			

<i>telephone</i>	['telifəʊn]	v. r.	<i>the more...</i>		
<i>telephone</i>	['telifəʊn]	teléfono	<i>the more</i>	[ðə 'mo:(r) ... ðə 'mo:(r)]	cuanto más...
<i>television</i>	['teliviʒən]	televisión	<i>the very</i>		
<i>tell</i>	[tel]	v. i.	<i>first day</i>	[ðə 'veri 'fə:st 'dei]	ya el primer día
<i>tell lies</i>	['tel 'laiz]	decir mentiras	<i>theatre</i>	['θiətrə(r)]	teatro
<i>tell the time</i>	['tel ðə 'taim]	decir la hora	<i>their</i>	[ðeə(r)]	a. posesivo
<i>temperate</i>	['tempərit]	templado	<i>theirs</i>	[ðeəz]	p. posesivo
<i>tempera- ture</i>	['tempə- rətʃə(r)]	temperatura	<i>them</i>	[ðem/ðəm]	ob. de <i>they</i>
<i>tempest</i>	['tempist]	tempestad	<i>themselves</i>	[ðəm'selvz]	se (ellos mismos)
<i>ten</i>	[ten]	diez	<i>then</i>	[ðen]	luego, en- tonces
<i>tent</i>	[tent]	tienda de campaña	<i>there</i>	[ðeə(r)]	allí, allá
<i>terminal</i>	['tə:mi:nəl]	estación ter- minal	<i>there's</i>	[ðeəz]	= <i>there is</i>
<i>terrible</i>	['teribl]	terrible	<i>there is, are</i>	[ðeəriz/ðəriz, ðeərə(r)/ ðərə(r)]	hay
<i>-th</i>	[—θ]	(sufijo)	<i>there was, were</i>	[ðeəwəz/ ðəwəz, ðeəwə(r)/ ðəwə(r)]	había, hubo,
<i>than</i>	[ðan/ðən]	que	<i>therefore</i>	['ðeəfo:(r)]	por lo tanto
<i>thank</i>	[θaŋk]	v. r.	<i>these</i>	[ði:z]	éstos, éstas
<i>thankful</i>	['θaŋkful]	agradecido	<i>they</i>	[ðei]	ellos, ellas
<i>thanks</i>	[θaŋks]	gracias	<i>they'd</i>	[ðeid]	= <i>they had</i> , <i>they would</i>
<i>thank you</i>	['θaŋk ju]	gracias	<i>they're</i>	[ðeɪə(r)]	= <i>they are</i>
<i>that</i>	[ðat/ðət]	a. demostra- tivo	<i>they've</i>	[ðeiv]	= <i>they have</i>
<i>that</i>	[ðat/ðət]	conjunción y p. relativo	<i>thick</i>	[θik]	espeso, grueso
<i>that's</i>	[ðats]	= <i>that is</i>	<i>thief</i>	[θi:f]	ladrón
<i>that way</i>	['ðat 'wei]	por ahí, allá	<i>thieves</i>	[θivz]	ladrones
<i>the</i>	[ði:/ðə/ði]	el, la, lo, los, las	<i>thigh</i>	[θai]	muslo
<i>the answers are in brackets</i>	[ði 'a:nsəz ər in 'brakits]	las contesta- ciones están en paréntesis	<i>thin</i>	[θin]	delgado
<i>the follow- ing ques- tions</i>	[ðə 'fələuiŋ 'kwestʃənz]	las preguntas siguientes	<i>thing</i>	[θiŋ]	cosa
<i>the missing words</i>	[ðə 'misiŋ 'wə:dz]	las palabras que faltan	<i>think</i>	[θiŋk]	v. i.
			<i>third</i>	[θə:d]	tercero
			<i>thirsty</i>	['θə:sti]	sediento
			<i>thirteen</i>	['θə:'ti:n]	trece
			<i>thirty</i>	['θə:ti]	treinta
			<i>this</i>	[ðis]	este, esta, esto
			<i>this way</i>	['ðis 'wei]	por aquí
			<i>those</i>	[ðəuz]	esos, as. aquéllos, as

<i>though</i>	[ðəu]	aunque	<i>topic</i>	['topik]	sujeto, tema, tópico
<i>thought</i>	[θo:t]	pensamiento	<i>touch</i>	[tʌtʃ]	v. r.
<i>thousand</i>	['θauzənd]	mil, millar	<i>tour</i>	[tuə(r)]	gira, viaje
<i>three</i>	[θri:]	tres	<i>tourist</i>	['tuərist]	turista (n.)
<i>throat</i>	[θrəut]	garganta, cuello	<i>towards</i>	[tu'wo:dz]	hacia
<i>through</i>	[θru:]	por, a través	<i>towel</i>	['tauəl]	toalla
<i>throw</i>	[θrəu]	v. i.	<i>tower</i>	['tauə(r)]	torre
<i>throw away</i>	['θrəu ə'wei]	arrojar, tirar	<i>town</i>	[taun]	ciudad, población
<i>thrust</i>	[θrʌst]	v. r.	<i>Town</i>		
<i>Thursday</i>	['θə:zdi]	jueves	<i>Council</i>	['taun 'kaunsil]	Concejo
<i>thus</i>	[ðʌs]	así, de este modo	<i>toy</i>	[toi]	juguete
<i>ticket</i>	['tikit]	billete, boleto	<i>tractor</i>	['traktə(r)]	tractor
<i>tidy</i>	['taidi]	v. r.	<i>trade</i>	[treid]	comercio, industria
<i>tidy</i>	['taidi]	aseado, lim- pio	<i>trader</i>	['treidə(r)]	negociante, comerciante
<i>tie</i>	[tai]	corbata	<i>tradesman</i>	['treidzmən]	mercader, industrial
<i>tiger</i>	['taigə(r)]	tigre	<i>traffic</i>	['tráfik]	tráfico
<i>tight</i>	[tait]	apretado, estrecho	<i>traffic lights</i>	['tráfik 'laits]	semáforos
<i>tigress</i>	['taigris]	tigresa	<i>train</i>	['trein]	v. r., tren
<i>tile</i>	[tail]	teja, baldosa	<i>tram</i>	[tram]	tranvía
<i>till</i>	[til]	= until, has- ta	<i>transfer</i>	[trans'fə:(r)]	v. r.
<i>time</i>	[taim]	vez, hora, tiempo	<i>translate</i>	[trans'leit]	v. r.
<i>tin</i>	[tin]	lata, estaño	<i>travel</i>	['trəvəl]	v. r.
<i>tire</i>	['taiə(r)]	v. r.	<i>travelled</i>	['trəvəld]	que ha viaja- do mucho
<i>tired of</i>	['taiəd əv]	cansado de	<i>traveller</i>	['trəvələ(r)]	viajero
<i>to</i>	[tu:/tu/tə]	a, para, que	<i>travellers'</i>		
<i>toast</i>	[təust]	toastada	<i>cheques</i>	['trəvələz 'tʃeks]	cheques de viajeros
<i>today</i>	[tu'dei]	hoy	<i>tray</i>	[trei]	bandeja
<i>toe</i>	[təu]	dedo del pie	<i>tree</i>	[tri:]	árbol
<i>together</i>	[tu'gəðə(r)]	juntos, jun- tamente	<i>trial</i>	['traial]	juicio, vista
<i>tomato</i>	[tə'ma:təu]	tomate	<i>trip</i>	[trip]	excursión
<i>tom-cat</i>	['tom'kat]	gato	<i>tropic</i>	['tropik]	trópico
<i>tomorrow</i>	[tə'morəu]	mañana (adverbio)	<i>trouble</i>	['trʌbl]	v. r.
<i>ton</i>	[tʌn]	tonelada	<i>trousers</i>	['trauzəz]	pantalones
<i>tongue</i>	[tʌŋ]	lengua	<i>true</i>	[tru:]	cierto, verda- dero
<i>tonight</i>	[tu'nait]	esta noche	<i>trunk</i>	[trʌŋk]	baúl, trompa de elefante
<i>too</i>	[tu:]	demasiado	<i>trust</i>	[trʌst]	v. r.
<i>too</i>	[tu:]	también	<i>truth</i>	[tru:θ]	verdad
<i>tool</i>	[tu:l]	herramienta	<i>truthful</i>	['tru:θfʊl]	verídico, veraz
<i>tooth</i>	[tu:θ]	diente			
<i>top</i>	[tɒp]	parte supe- rior, cima			

<i>try</i>	[traɪ]	v. r.
<i>Tuesday</i>	['tʃu:zdi]	martes
<i>tunnel</i>	['tʌnəl]	túnel
<i>Turkey</i>	['tə:ki]	Turquía
<i>Turkish</i>	['tə:kiʃ]	turco (a.)
<i>Turks</i>	['tə:ks]	turcos
<i>turn</i>	[tə:n]	v. r.
<i>turn into</i>	['tə:n 'intu]	transformar, transfor- marse
<i>turn off</i>	['tə:n 'ɒf]	desenchufar
<i>turn on</i>	['tə:n 'ɒn]	enchufar
<i>TV set</i>	['ti: 'vi: 'set]	aparato de televisión
<i>twelve</i>	[twelv]	doce
<i>twenty</i>	['twenti]	veinte
<i>twice</i>	[twais]	dos veces
<i>two</i>	[tu:]	dos
<i>type</i>	[taɪp]	v. r.
<i>typewriter</i>	['taɪp'reɪtə(r)]	máquina de escribir

— U —

<i>ugly</i>	['ʌgli]	feo
<i>umbrella</i>	[ʌm'brelə]	paraguas
<i>un-</i>	[ʌn—]	(prefijo)
<i>unable</i>	[ʌn'eɪbl]	incapaz
<i>uncle</i>	['ʌŋkl]	tío
<i>under</i>	['ʌndə(r)]	debajo de
<i>understand</i>	[ʌndə'stænd]	v. i.
<i>undertake</i>	[ʌndə'teɪk]	v. i.
<i>underwear</i>	['ʌndəweə(r)]	ropa interior
<i>unfasten</i>	['ʌn'fɑ:sn]	v. r.
<i>unforgettable</i>	[ʌnfə'getəbl]	inolvidable
<i>unhappy</i>	[ʌn'hæpi]	infeliz, in- fortunado
<i>uniform</i>	['ju:nifo:m]	uniforme
<i>university</i>	[ju:ni'və:siti]	universidad
<i>unknown</i>	['ʌn'nəʊn]	desconocido, ignorado
<i>unloading</i>	['ʌn'ləʊdɪŋ]	descarga
<i>unpack</i>	['ʌn'pæk]	v. r.
<i>unpleasant</i>	[ʌn'plezənt]	desagradable
<i>unsuccessful</i>	[ʌnsək'sesful]	sin éxito, de- safortunado

<i>until = till</i>	[ʌn'tɪl = tɪl]	hasta
<i>up</i>	[ʌp]	arriba
<i>upon = on</i>	[ə'pɒn = ɒn]	en, sobre
<i>uphill</i>	['ʌp'hɪl]	cuesta arriba
<i>upper</i>	['ʌpə(r)]	superior, más elevado
<i>upside-down</i>	['ʌpsaɪd'daʊn]	al revés, in- vertido
<i>upstairs</i>	['ʌp'steɪəz]	arriba, en el piso de arriba
<i>us</i>	[ʌs/əs/s]	ob. de <i>we</i>
<i>use</i>	[ju:s]	uso, servicio, utilidad
<i>use</i>	[ju:z]	v. r.
<i>use up</i>	['ju:z 'ʌp]	consumir, gastar
<i>used to</i>	['ju:st tu]	acostumbrado a
<i>useful</i>	['ju:sful]	útil
<i>useless</i>	['ju:slɪs]	inútil,
		inservible
<i>usher</i>	['ʌʃə(r)]	acomodador
<i>usual</i>	['ju:ʒuəl]	usual, común
<i>usually</i>	['ju:ʒuəli]	usualmente

— V —

<i>vacuum-cleaner</i>	['vækjuəm- 'kli:nə(r)]	aspiradora
<i>varnish</i>	['vænɪʃ]	barniz
<i>vary</i>	['vɛəri]	v. r.
<i>varying</i>	['vɛəriɪŋ]	diverso, distinto
<i>vase</i>	[va:z]	florero, vaso
<i>vast</i>	[va:st]	inmenso, vasto
<i>veal</i>	[vi:l]	carne de ternera
<i>vegetable</i>	['vedʒɪtəbl]	vegetal
<i>vegetables</i>	['vedʒɪtəblz]	verduras
<i>Venezuelan</i>	[vene'zweɪlən]	venezolano
<i>Venice</i>	['venɪs]	Venecia
<i>venture</i>	['ventʃə(r)]	v. r.

<i>verb</i>	[və:b]	verbo	<i>wash up</i>	['wɒʃ 'ʌp]	v. r.
<i>very</i>	['veri]	muy	<i>washing-machine</i>	['wɒʃɪŋ-mə'ʃi:n]	lavadora
<i>viceroy</i>	['vais-roi]	virrey	<i>wasn't</i>	['wɒzənt]	= <i>was not</i>
<i>view</i>	[vju:]	vista, panorama	<i>waste</i>	[weɪst]	v. r.
<i>village</i>	['vɪlɪdʒ]	pueblo, aldea	<i>waste</i>	[weɪst]	desperdicios, escombros
<i>visit</i>	['vɪzɪt]	visita			
<i>visit</i>	['vɪzɪt]	v. r.			
<i>visitor</i>	['vɪzɪtə(r)]	visita, visitador	<i>waste-paper basket</i>	['weɪst 'peɪpə 'bɑ:skɪt]	papelera
<i>voice</i>	[voɪs]	voz	<i>watch</i>	[wɒtʃ]	v. r.
<i>voyage</i>	['voɪɪdʒ]	viaje por mar	<i>watch</i>	[wɒtʃ]	reloj de bolsillo
<i>voyage</i>	['voɪɪdʒ]	v. r.	<i>watchman</i>	['wɒtʃmən]	vigilante, guardián

— W —

<i>wages</i>	['weɪdʒɪz]	salario, sueldo	<i>wave</i>	[weɪv]	v. r.
<i>waist</i>	[weɪst]	cintura	<i>wave</i>	[weɪv]	ola, onda
<i>wait</i>	[weɪt]	v. r.	<i>wax</i>	[waks]	cera
<i>waiter</i>	['weɪtə(r)]	camarero, mesonero	<i>way</i>	[wei]	camino, forma, modo
<i>waiting-hall</i>	['weɪtɪŋho:l]	salón de espera	<i>way out</i>	['wei 'aʊt]	salida
<i>waiting-room</i>	['weɪtɪŋrʊm]	sala de espera	<i>we</i>	[wi:/wi]	nosotros, as,
<i>waitress</i>	['weɪtrɪs]	mesonera, camarera	<i>weak</i>	[wi:k]	débil
<i>wake</i>	[weɪk]	v. i.	<i>wealth</i>	[welθ]	riqueza, prosperidad
<i>wake up</i>	['weɪk 'ʌp]	despertar, despertarse	<i>wealthy</i>	['welθi]	rico, adinerado
<i>walk</i>	[wɒ:k]	v. r.	<i>wear</i>	[weə(r)]	v. i.
<i>walk</i>	[wɒ:k]	paseo, caminata	<i>wear out</i>	['weə 'aʊt]	desgastar, estropear
<i>walk about</i>	['wɒ:k ə'baut]	vagar, deambular	<i>weather</i>	['weðə(r)]	tiempo atmosférico
<i>wall</i>	[wɒ:l]	pared, muro	<i>we'd</i>	[wi:d]	= <i>we had</i> , <i>we would</i>
<i>wander</i>	['wɒndə(r)]	v. r.	<i>wedding</i>	['wedɪŋ]	boda, matrimonio
<i>want</i>	[wɒnt]	v. r.	<i>wedding-cake</i>	['wedɪŋ-keɪk]	pastel o torta de boda
<i>war</i>	[wɒ:(r)]	guerra	<i>wedding-dress</i>	['wedɪŋ-dres]	vestido de boda
<i>warm</i>	[wɒ:m]	caliente, templado			
<i>-wards</i>	[—wədʒ]	(sufijo de <i>to be</i>)			
<i>was</i>	[wɒz/wəz]	v. r.			
<i>wash</i>	[wɒʃ]				

wedding-present	['wediŋ - 'prezənt]	regalo de boda	whisky	['wiski]	whisky
			white	[waɪt]	blanco
			who	[hu:]	quién, quié- nes, qué
wedding-ring	['wediŋrɪŋ]	anillo nupcial	who is... like?	['hu: iz ... 'laɪk?]	¿cómo es él, ella?
wedged	[wedʒd]	calzado, sujeto	whole	[həʊl]	entero, todo
Wednesday	['wenzdi]	miércoles	whom	[hu:m/hum]	ob. de <i>who</i>
week	[wi:k]	semana	whose	[hu:z/huz]	posesivo de <i>who</i>
weep	[wi:p]	v. i.	whose?	[hu:z?]	¿de quién, de quiénes?
weigh	[wei]	peso	why	[waɪ]	por qué
weight	[weit]	v. r.	wide	[waɪd]	ancho, dila- tado
well	[wel]	bien, sano	width	[wɪdθ]	anchura, ancho
well	[wel]	pozo, fuente	wife	[waɪf]	esposa
were	[wə:(r)/wə(r)]	de <i>to be</i>	wild	[waɪld]	salvaje, silvestre
we're	[wiə(r)]	= <i>we are</i>	wild animal	['waɪld 'animəl]	animal salvaje
weren't	[wə:nt]	= <i>were not</i>	will	[wɪl]	v. i. defectivo
west	[west]	(el Oeste	willing	['wɪlɪŋ]	gustoso, dispuesto
westerly	['westəli]	hacia el Oeste	willingly	['wɪlɪŋli]	gustosamente
western	['westən]	occidental	will you?	['wɪl ju?]	¿quieres?
wet	[wet]	mojado, húmedo	win	[wɪn]	v. i.
we've	[wi:v]	= <i>we have</i>	wind	[waɪnd]	viento, aire
what?	[wɒt?]	¿qué?	wind	[waɪnd]	v. i.
what	[wɒt]	lo que	window	['wɪndəʊ]	ventana
what a...	['wɒt ə...]	que... tan	wine	[waɪn]	vino
what is... like?	['wɒt iz... 'laɪk?]	¿cómo es...?	winter	['wɪntə(r)]	invierno
whatever	[wɒt'evə(r)]	lo que quiera que	wisdom	['wɪzdəm]	sabiduría, juicio
		= <i>what is</i>	wise	[waɪz]	sabio, jui- cioso
what's	[wɒts]	trigo	wish	[wɪʃ]	v. r.
wheat	[wi:t]	rueda, en- granaje	wish	[wɪʃ]	deseo
wheel	[wi:l]	v. r.	with	[wɪð]	con
wheel	[wi:l]		within	[wɪ'ðɪn]	dentro, adentro
wheeled- basket	['wi:ld- 'bɑ:skɪt]	carrito	without	[wɪ'ðaut]	sin
when	[wen]	cuando	witness	['wɪtnɪs]	testigo
whenever	[wen'evə(r)]	siempre que	witness	['wɪtnɪs]	v. r.
where	[weə(r)]	donde	wizard	['wɪzəd]	mago, hechicero
where... from?	['weə(r) ... frɒm?]	de dónde...			
whether	['weðə(r)]	si (conjunción			
which	[wɪʃ]	el cuál, qué			
which?	[wɪʃ?]	¿cuál, cuáles?			
while	[waɪl]	mientras, rato			

<i>woe</i>	[wəu]	pena, aflicción	<i>wrong</i>	[rɒŋ]	mal, daño
<i>wolf</i>	[wulf]	lobo	<i>wrong-doer</i>	[ˈrɒŋˈduːə(r)]	malhechor
<i>woman</i>	[ˈwʊmən]	mujer	— Y —		
<i>women</i>	[ˈwɪmɪn]	mujeres			
<i>wonder</i>	[ˈwʌndə(r)]	v. r.			
<i>wonderful</i>	[ˈwʌndəfʊl]	maravilloso			
<i>wonderfully</i>	[ˈwʌndəfʊli]	admirable-			
		mente	<i>-y</i>	[—i]	(sufijo
<i>won't</i>	[wəʊnt]	= <i>will not</i>	<i>yard</i>	[jɑːd]	patio, yarda
<i>wood</i>	[wud]	madera,	<i>year</i>	[jiə(r)]	año
		bosque	<i>yellow</i>	[ˈjeləʊ]	amarillo
<i>woodchuck</i>	[ˈwʊdtʃʌk]	marmota	<i>yes</i>	[jes]	sí
<i>wooden</i>	[ˈwʊdən]	de madera	<i>yesterday</i>	[ˈjestədi]	ayer
<i>woods</i>	[wʊdz]	bosque, selva	<i>yet</i>	[jet]	todavía, aún
<i>wool</i>	[wul]	lana	<i>yet</i>	[jet]	sin embargo,
<i>word</i>	[wəːd]	palabra			no obstante
<i>work</i>	[wəːk]	v. r.	<i>York ham</i>	[ˈjɔːk ˈhɑːm]	jamón cocido
<i>work at</i>	[ˈwəːk ət]	trabajar en	<i>you</i>	[juː/ju]	p. per. sujeto
<i>work out</i>	[ˈwəːk ˈaʊt]	acabar			y ob.
<i>work to do</i>	[ˈwəːk tu ˈduː]	trabajo que	<i>you'd</i>	[juːd]	= <i>you had</i> ,
		hacer			<i>you would</i>
<i>workman</i>	[ˈwəːkmən]	trabajador	<i>young</i>	[jʌŋ]	joven (a.)
		(n.)	<i>young man</i>	[ˈjʌŋmən]	un joven
<i>works of art</i>	[ˈwəːks əv		<i>young lady</i>	[ˈjʌŋˈleɪdi]	señorita
	ˈaːt]	obras de arte	<i>your</i>	[joː(r)/juə(r)]	a. pos.
<i>world</i>	[wəːld]	mundo	<i>you're</i>	[juə(r)]	= <i>you are</i>
<i>worm</i>	[wəːm]	gusano	<i>yours</i>	[joːz/juəz]	p. pos.
<i>worn out</i>	[ˈwɔːn ˈaʊt]	gastado,	<i>yours</i>		
		estropeado	<i>sincerely</i>	[ˈjoːz sinˈsiəli]	de usted aten-
<i>worry</i>	[ˈwʌri]	v. r.			tamente
<i>worse</i>	[wəːs]	peor	<i>yourself</i>	[joːˈself/	
<i>would</i>	[wud/wəd/d]	de <i>will</i>		juəˈself]	se (usted
<i>wouldn't</i>	[ˈwʊdənt]	= <i>would not</i>			mismo)
<i>would</i>			<i>yourselves</i>	[joːˈselvz/	
<i>rather</i>	[ˈwʊd ˈraːðə(r)]	(preferencia)		juəˈselvz]	se (ustedes
<i>wound</i>	[wuːnd]	herida			mismos)
<i>wound</i>	[wuːnd]	v. r.	<i>youth</i>	[juːθ]	juventud
<i>wrist</i>	[rist]	muñeca	<i>youthful</i>	[ˈjuːθfʊl]	juvenil,
<i>write</i>	[rait]	v. i.			vigoroso
<i>write down</i>	[ˈrait ˈdaʊn]	apuntar,	<i>you've</i>	[juːv]	= <i>you have</i>
		escribir			
<i>writing-</i>			— Z —		
<i>paper</i>	[ˈraɪtɪŋ- ˈpeɪpə(r)]	papel de			
		escribir			
<i>wrong</i>	[rɒŋ]	equivocado,	<i>zone</i>	[zəʊn]	zona
		mal			

Precio: 75 ptas.